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ABSTRACT

Nineteen adult basic education teachers and fifty high school diploma teachers, representing 77 percent of the adult education teachers in the Virgin Islands, responded to a survey using a revised form of the Adult Basic Education Teacher Competency Inventory to determine teacher training priorities. Teachers were asked to indicate the degree of competence, on a scale of zero through seven, which they felt an ABE teacher should have, compared to what they did have, on a list of 170 competencies in the Inventory. Results of the survey, related to the competency ratings and to local problems, are tabulated and discussed. Recommendations directed to planners of staff development activities in the Virgin Islands are made in the four general categories of pre-service training, teacher preparation; in-service training; teacher certification in adult basic education; and ongoing and periodic assessment of training needs. Appendixes contain the revised Adult Basic Education Teacher Competency Inventory; a rank order listing of responses of teachers in the high school diploma program; and a rank order listing of ABE teachers' perceptions of their own competence. (Author/NH)

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for the

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St. Thomas, Virgin Islands

Adult Basic Education
Teacher Competency Inventory

- VIRGIN ISLANDS -

Lorraine M. Zinn

March, 1975

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LMZ

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PURPOSE

This is the report of a study conducted by the Center for Resource Development in Adult Education (CRD), University of Missouri - Kansas City, for the Department of Education of the Virgin Islands of the United States, in conjunction with the Region II Adult Basic Education Staff Development effort.

The purpose of this study was threefold:

1. To survey teachers of Adult Basic Education (ABE) and Adult High School in the Virgin Islands, to determine if their training needs are similar or different;
2. For Adult Basic Education teachers, to determine their perceptions about the priority order of a total of 170 statements describing the degree of competence which an ABE teacher should have. This will provide priorities for the planning of pre-service training and university teacher preparation courses, as well as criteria for establishing certification requirements for ABE teachers in the Virgin Islands;
3. To determine the current training needs which can be met by in-service training activities planned through the staff development component of the Department of Education.

BACKGROUND OF STUDY

Since the time Adult Basic Education (ABE) programs began to multiply as a result of federal enabling legislation and establishment of national priorities, ABE teacher training has continued to be of prime importance. However, ABE teachers had relatively few curricular guidelines to follow that were specifically aimed at training teachers for the undereducated adult. From 1964 when the thrust in ABE began, to the present, curricula have been created from the experiences of teacher trainers and the target practitioners in the field: ABE teachers and administrators.

With ever increasing frequency, attempts have been made in institutes, workshops and other types of training sessions to identify what ABE teachers should know, what strategies they should be able to command, and equally important, what effective behavior is critical to a successful instructional program.

In July, 1973, Donald W. Mocker initiated a study which represented a systematic effort to identify, classify and rank the knowledges, behaviors and attitudes appropriate for Adult Basic Education teachers.¹ These knowledges, behaviors and attitudes were classified under one of the following categories: Curriculum, Scope and Goal of Adult Education, Instructional Process, or the ABE Learner.² A total of 234 ABE teachers and administrators, representing 33 states, participated in this initial study. As a result of

¹Donald W. Mocker. A Report on the Identification, Classification and Ranking of Competencies Appropriate for Adult Basic Education Teachers. University of Missouri - Kansas City, July, 1974.

²The identified and ranked knowledges, behaviors and attitudes will be hereafter referred to as "competencies."

the study, a priority order listing of a total of 291 statements of teacher competencies was made. It was the researcher's conclusion that, "The ranked knowledges, behaviors and attitudes do provide a set of priorities for establishing criteria for curriculum planning in training ABE teachers."

The Inventory developed by Donald W. Mocker was subsequently administered to teachers in the State of Iowa and the Commonwealth of Puerto Rico, at the request of the Departments of Education of both Iowa and Puerto Rico. A ten percent sampling of ABE teachers in both locations was surveyed and, like the national sample of teachers, provided a priority order ranking of the competency statements appropriate for their state and commonwealth respectively.

At the conclusion of the three studies described, it was the feeling of the researchers at the Center for Resource Development in Adult Education that the Inventory should be revised in content and format. Feedback had been received from teachers and administrators who participated in the original studies, as well as other adult educators who had become aware of the research and read the report cited. Gathering all such feedback, questions, criticisms and suggestions, the staff revised the Inventory, and by October, 1974, printed the revised version.³

During September, 1974, the Director of Adult and Continuing Education for the Virgin Islands, Daniel W. Merenda, requested that the study be replicated in the Virgin Islands. The Center for Resource Development in Adult Education agreed to conduct such a study for the Virgin Islands as a part of their ongoing technical assistance in the area of staff development in ABE.

³The revised Inventory forms are appended to this report (Appendix I).

PROCEDURES

INITIAL PLANNING

Early in the month of September, 1974, CRD received a request, through the Region II Staff Development Project, to conduct a study of Adult Basic Education teachers in the Virgin Islands. At that time, CRD staff were in the process of revising the original Inventory, and agreed to administer it to the Virgin Islands ABE teachers as soon as it was completed and ready for use. On September 30, Lorraine Zinn met with Daniel Merenda, Director of Adult Education for the Virgin Islands, to make arrangements to conduct the study. Following that meeting, on October 2, Mr. Merenda wrote a letter to CRD confirming his request for a study to determine teacher training priorities in the Virgin Islands.

SAMPLE SELECTION

As of October 24, a total of 35 teachers were employed in Adult Basic Education in the Virgin Islands. Since this number is rather small, a decision was made to survey all teachers, providing a 100 per cent sample. Additionally, at Merenda's request, the 57 teachers employed in the high school diploma (HSD) program were to be included in the study, making a total of 92 teachers to be surveyed. Local program administrators were not included in the sample.

SURVEY INSTRUMENT

A revised form of the Adult Basic Education Teacher Competency Inventory (Appendix I) was used as the survey instrument for this study.

Basically, the Inventory consists of a listing of 170 "competencies" which may be appropriate for Adult Basic Education teachers. On a scale of

zero through seven (0-7), teachers are asked to indicate the degree of competence which they feel an Adult Basic Education teacher SHOULD have, as well as the degree of competence which they themselves DO have. Rather than asking teachers to respond to both aspects of all 170 items, which would necessitate a survey form of 340 items, the Inventory was printed in two different forms. On one form, for questions 1 through 85, teachers mark the degree of competence which they feel that ABE teachers should have. Then, for questions 86 through 170, they indicate the degree of competence they feel they do have. On the alternate form, the questions are reversed so that teachers responding to items 1 through 85 indicate their own degree of competence, and for questions 86 through 170, indicate the degree to which they feel an ABE teacher should be competent. In order to get a total picture of a specific teacher population, Inventories are distributed in equal quantities of the two forms, so that approximately 50% of the respondents complete Form A and 50% complete Form B.

In addition to the 170 questions, the Inventory solicits specific demographic information from respondents. The teacher population can thus be described in terms of location, sex, age, type of program, full-time or part-time commitment to ABE, previous training and experience, and teacher certification.

DATA COLLECTION

On November 19, 1974, a package of 120 Inventory forms was mailed to Dan Merenda in the Virgin Islands. The number of Inventory forms exceeded the number of teachers employed as of October 24, since the State Director had indicated that he expected to hire approximately 30 additional teachers by the time the Inventory was administered.

The Inventory forms arrived in the Virgin Islands on December 1, and

Merenda agreed to distribute them personally to the ABE and HSD teachers on the islands of St. Thomas and St. Croix. Completed Inventories were returned to CRD in a single package on December 27, 1974.

DATA ANALYSIS

When completed Inventory forms arrived in Kansas City, they were separated into two groups, one group comprised of Adult Basic Education (ABE) teachers from both islands (St. Thomas and St. Croix), and the other group comprised of teachers in the high school diploma (HSD) program from both islands. Demographic information was compiled to describe the two groups of teachers, as well as the combined group of ABE and HSD teachers.

Within these two groups, an additional sorting was done, so that the two forms of the Inventory could be recombined to make up a composite picture of the total group of responses. For example, if in a given program ten teachers responded to the Inventory, five would have responded to the first form of the Inventory and five to the alternate form. Their combined responses could then be interpreted as if all ten teachers had responded to all of the 170 items, marking their responses on two separate scales.

For each group of respondents, ABE and HSD teachers, mean scores were established for responses to each of the 170 items in the Inventory. The mean scores were then listed in a ranked order, from highest to lowest, resulting in two lists of statements describing teacher competence. One list describes what an Adult Basic Education teacher SHOULD be able to do, with the statement having the highest mean score considered as the highest priority. A second list describes the degree of competence which teachers in the Virgin Islands feel that they currently have. The statement with the highest mean score in this list is considered to describe the behavior or

activity in which teachers feel they are most competent.

The listing of mean scores was then subdivided into the four predetermined categories: Scope and Goal of Adult Education, Curriculum, the ABE Learner or Instructional Process. The categories are defined as follows: ADULT EDUCATION is a planned process by which men and women seek to increase their knowledge, understanding or attitudes; CURRICULUM is a structured series of intended learning outcomes; an ABE LEARNER is a person 16 years of age or older, who has not achieved an eighth grade education or functional equivalent and who is enrolled in an ABE program; and INSTRUCTIONAL PROCESS is defined as an organized plan established for the purpose of facilitating the learning of the curriculum.

Within each of these four categories, a comparison was made between the listing of mean scores describing what teachers SHOULD be able to do and the listing which describes what the Virgin Islands teachers feel that they CAN do. An initial review of the data seemed to indicate that the gap between teachers' perceptions of what they should be able to do and their actual capabilities might actually be significant. In order to verify this, t-tests were done for each of the 170 items. Finally, charts and tables were prepared to report the data.

RESULTS

SURVEY RETURNS

At the time the Inventory was administered, during the month of December, 1974, a total of 90 teachers were employed in the Adult Basic Education and High School Diploma programs in the Virgin Islands. One-third of these (30) were ABE teachers; the remaining two-thirds were teachers in the High School Diploma Program. A total of 73 completed Inventories were returned to Kansas City. Of the 17 forms which were not returned, nine (9) were lost in the mail between Fredericksted, St. Croix and the office of the Department of Education in St. Thomas. The remaining eight Inventories were not completed due to teacher absence at the time the Inventory was administered.

Of the 73 Inventories which were completed and returned to CRD, four had been completed by program administrators who had no teaching responsibilities, and were therefore omitted from the study. This left a total of 69 completed Inventories representing 77% of the total teacher population for ABE and HSD teachers in the Virgin Islands. Nineteen out of thirty ABE teachers (63%) responded to the Inventory; 50 of the 60 HSD teachers (86%) responded.

DEMOGRAPHIC DATA

A compilation of demographic data for both Adult Basic Education and High School Diploma teachers appears in Table I (pp. 9-10).

Since responses for ABE teachers will be discussed separately from those of HSD teachers, demographic data is also reported and discussed separately.

TABLE 1: DEMOGRAPHIC DESCRIPTION OF
ADULT EDUCATION TEACHERS IN
THE VIRGIN ISLANDS

	<u>ABE*</u>	<u>HSD*</u>	<u>Total</u>
Number of respondents:	<u>19</u>	<u>50</u>	<u>69</u>
Sex: Female	<u>11</u> (58%)	<u>23</u>	<u>34</u>
Male	<u>8</u>	<u>24</u> (48%)	<u>32</u>
NR (no response)	<u>0</u>	<u>3</u>	<u>3</u>
Age: Under 25	<u>2</u>	<u>6</u>	<u>8</u>
25-34	<u>9</u> (47%)	<u>32</u> (64%)	<u>41</u>
35-44	<u>5</u>	<u>5</u>	<u>10</u>
45-54	<u>3</u>	<u>2</u>	<u>5</u>
55-65	<u>0</u>	<u>0</u>	<u>0</u>
Over 65	<u>0</u>	<u>0</u>	<u>0</u>
NR	<u>0</u>	<u>5</u>	<u>5</u>
Current ABE position:			
ABE teacher, part-time (less than 20 hrs. per week)	<u>16</u> (84%)	<u>35</u> (70%)	<u>51</u>
ABE teacher, full-time (more than 20 hrs. per week)	<u>1</u>	<u>8</u>	<u>9</u>
ABE administrator, part-time	<u>1</u>	<u>0</u>	<u>1</u>
ABE administrator, full-time	<u>0</u>	<u>0</u>	<u>0</u>
Primarily ABE teacher, part- time administrator	<u>1</u>	<u>0</u>	<u>1</u>
Primarily ABE administrator, part-time ABE teacher	<u>0</u>	<u>1</u>	<u>1</u>
NR	<u>0</u>	<u>6</u>	<u>6</u>
If part-time in ABE, what is full-time commitment:			
No full-time employment	<u>0</u>	<u>3</u>	<u>3</u>
Teaching-elementary (K-6)	<u>13</u> (68%)	<u>4</u>	<u>17</u>
Teaching-secondary (7-12)	<u>3</u>	<u>28</u> (56%)	<u>31</u>
Teaching-college, university	<u>0</u>	<u>0</u>	<u>0</u>
Counseling, guidance	<u>2</u>	<u>3</u>	<u>5</u>
Elementary school administrator	<u>0</u>	<u>1</u>	<u>1</u>
Secondary school administrator	<u>0</u>	<u>1</u>	<u>1</u>
Housewife	<u>0</u>	<u>0</u>	<u>0</u>
Other	<u>1</u>	<u>1</u>	<u>2</u>
NR	<u>0</u>	<u>9</u>	<u>9</u>

*ABE=Adult Basic Education; HSD=High School Diploma

TABLE I: DEMOGRAPHIC DESCRIPTION, cont.

Type of classes taught:	ABE*	HSD*	Total
ABE, 8th grade equivalency (only)	<u>11</u> (58%)	<u>1</u>	<u>12</u>
English as a Second Language (only)	<u>0</u>	<u>2</u>	<u>2</u>
ABE and ESL	<u>1</u>	<u>1</u>	<u>2</u>
Adult high school, HSD	<u>0</u>	<u>38</u> (76%)	<u>38</u>
GED, high school equivalency	<u>0</u>	<u>1</u>	<u>1</u>
ABE and GED	<u>1</u>	<u>0</u>	<u>1</u>
Other	<u>2</u>	<u>4</u>	<u>6</u>
NR	<u>4</u>	<u>3</u>	<u>7</u>

Type of certification (if any):

elementary	<u>10</u> (53%)	<u>4</u>	<u>14</u>
secondary	<u>2</u>	<u>35</u> (70%)	<u>37</u>
learning disabilities	<u>0</u>	<u>1</u>	<u>1</u>
special education	<u>1</u>	<u>0</u>	<u>1</u>
speech therapist	<u>0</u>	<u>0</u>	<u>0</u>
counseling and guidance	<u>1</u>	<u>2</u>	<u>3</u>
other	<u>3</u>	<u>2</u>	<u>5</u>
NR	<u>2</u>	<u>6</u>	<u>8</u>

Years of experience in ABE:

Less than 1 year	<u>4</u>	<u>13</u> (26%)	<u>17</u>
1 year	<u>4</u>	<u>5</u>	<u>9</u>
2 years	<u>5</u>	<u>11</u> (22%)	<u>16</u>
3 years	<u>0</u>	<u>9</u>	<u>9</u>
4 years	<u>1</u>	<u>4</u>	<u>5</u>
5 years	<u>3</u>	<u>2</u>	<u>5</u>
More than 5 years	<u>2</u>	<u>2</u>	<u>4</u>
NR	<u>0</u>	<u>4</u>	<u>4</u>

Most recent ABE training:

during past 6 months	<u>10</u> (53%)	<u>5</u>	<u>15</u>
6 months to 1 year ago	<u>0</u>	<u>3</u>	<u>3</u>
more than 1 year ago	<u>0</u>	<u>10</u> (20%)	<u>10</u>
have never attended an ABE training function	<u>8</u> (42%)	<u>26</u> (52%)	<u>34</u>
NR	<u>1</u>	<u>6</u> (12%)	<u>7</u>

Type of ABE training functions attended (may check more than one):

lecture, conference (1 day or less)	<u>5</u>	<u>9</u>	<u>14</u>
workshop (2-5 days)	<u>7</u> (37%)	<u>10</u>	<u>17</u>
institute (5 days or more)	<u>1</u>	<u>4</u>	<u>5</u>
college credit course	<u>0</u>	<u>4</u>	<u>4</u>
other	<u>2</u>	<u>2</u>	<u>4</u>
NR or none	<u>8</u>	<u>30</u> (60%)	<u>38</u>

*ABE=Adult Basic Education; HSD=High School Diploma

DESCRIPTION OF HSD TEACHERS

A total of 50 HSD teachers completed the Inventory. Both sexes were represented about equally among the respondents. Almost two-thirds (64%) of the HSD teachers were in the age group 25-34 years.

A majority of these teachers (70%) are employed as HSD teachers on a part-time basis, less than 20 hours per week. Eight of them, however, indicated that they do teach full-time, or more than 20 hours per week. A total of six teachers did not respond to this question on the Inventory.

Of the teachers employed part-time in the HSD program, more than half (56%) indicated that their full-time employment or commitment is teaching at the secondary level (grades 7 through 12). A few teachers indicated that they teach full-time at the elementary level, or work in the area of guidance and counseling; two of the teachers are employed full-time as school administrators, one at the elementary level, the other at the secondary level. Three teachers responded that they have no full-time employment other than their commitment to the High School Diploma program.

In response to a question asking what type of classes they teach, only 38 out of the 50 HSD teachers (76%) indicated that they teach Adult High School or High School Diploma classes. Three teachers did not respond to this question, and the others indicated that they teach either Adult Basic Education, English as a Second Language, a combination of ABE and ESL, or high school equivalency or GED classes. Two respondents indicated that their primary responsibility is in the area of counseling, one in library work, and another in physical education.

A total of 88% of the HSD teachers responding to the Inventory are certified teachers. The majority (70%) are certified at the secondary level.

A small percentage of the teachers (8%) are certified at the elementary level. One teacher indicated certification in learning disabilities, two teachers in guidance and counseling, another has a certification at the secondary level combined with counseling, and another is certified at the elementary level in special education.

Responses to the question asking how many years of experience in adult education the teachers have showed a spread from less than one year to more than five years. About one-fourth of the teachers (26%) had been employed less than one year in the High School Diploma program. Since the Inventory was administered during the month of December, 1974, this probably means that they were hired at the beginning of the program year, during September or October. Another 22% of the teachers indicated that they have had two years of experience in adult education. Thus, more than half of the teachers in the High School Diploma program (58%) have been working in Adult Education for two years or less. This leaves a remainder of 34% who have three years or more of experience, and another 8% who did not respond to this question.

A majority of the teachers in this group indicate that they had never attended an ABE training function. Fifty-two percent of the teachers responded that they had never attended an ABE training function, and another 20% indicated that they had attended a training function, but that it was more than one year previous to this study. Only 16% of the teachers had attended some type of ABE training function in the past year. Another 12% did not respond to this question.

When asked what type of ABE training functions they attended, 60% again responded that they had never attended an ABE training function. Of the 40% who had attended some type of training, half, or 20 percent of the total group, had attended a training workshop two to five days in length. Lectures

or conferences of one day or less were slightly less attended, with 18% of the teachers indicating that at some time they had attended this type of training function. Four teachers responded that they had attended a training institute of five days or more, and four teachers responded that they have participated in college credit courses in adult education. Another teacher specifically mentioned attending an undergraduate non-credit course. It should be noted that in responding to this question, teachers might have checked more than one type of function, so that the total number of responses add up to more than 100%.

DESCRIPTION OF ABE TEACHERS

A total of 19 ABE teachers completed the Inventory. 58% of these were female, the remaining 42% male. Almost one half (47%) of the ABE teachers were in the age group 25 to 34 years. The remainder were under 25 years of age, or between 35 and 54 years.

A majority of these teachers (84%) are employed as ABE teachers on a part-time basis, less than 20 hours per week. Only one teacher out of 19 indicated full-time employment in ABE (more than 20 hrs. per week); the remaining two teachers are part-time ABE administrators and part-time ABE teachers. Of the teachers employed part-time in the ABE program, more than half (68%) indicated that their full-time employment or commitment is teaching at the elementary level (grades K - 6). Three teachers indicated that they teach full-time at the secondary level, two teachers work in the area of guidance and counseling, and another teacher is employed at the elementary level in special education.

Fifty eight percent (58%) of the ABE teachers responded that they teach ABE classes or 8th grade equivalency only. One teaches a combination of ABE

and English as a Second Language; another a combination of ABE and GED; and another works in the area of guidance and counseling. Four of the nineteen teachers did not respond to this question.

Almost all of the 19 who responded indicated that they are certified teachers, with over half (53%) certified at the elementary level. This percentage increases to 68% with the addition of three teachers who have combination certification at the elementary level, specializing in learning disabilities or special education.

Responses to the question regarding years of experience in adult basic education showed that 21% of the ABE teachers had been employed less than 1 year at the time the Inventory was administered. Another 21% had already been employed for a year; and 26% for two years. The remaining 32% of the teachers had been employed in ABE for four years or more.

More than half of the ABE teachers had attended an ABE training function during the 6 months previous to this study. The other half (42%) indicated that they had never attended an ABE training function. Thus, either the training was relatively recent or did not occur at all. The teachers who did attend an ABE training function did not take any college credit courses. 37% had attended a workshop of two to five days in length; 26% had attended a lecture or conference lasting one day or less. One teacher attended an institute of five days or more; another indicated that training occurred once a month; and another specified on-the-job training. It should be noted that in responding to this question, teachers might have checked more than one type of training function, so that the total number of responses adds up to more than 100%.

RESPONSES OF TEACHERS IN THE HIGH SCHOOL DIPLOMA PROGRAM

The reader should be reminded at this point that the Inventory was designed to solicit information from teachers of adult basic education. All of the statements regarding teacher competency were either extracted from the literature in the field or contributed by adult educators who are familiar with the kind of teaching done in adult basic education. This stipulation was made at the initiation of the Virgin Islands study, when the State Director of Adult Education indicated that he would also like to include in the study teachers in the high school diploma program.

When responses of teachers in the HSD program were compiled and analyzed, the data appeared to lend support to this stipulation. The high school diploma program is just what the name implies, a program which provides adults the opportunity of gaining a high school diploma by completing the same courses which high school students complete, earning the same number of credits. It can be expected, therefore, that the curriculum would not be identical to a curriculum designed for adults who are functioning below an 8th grade level. Although some of the competency statements regarding curriculum might be appropriate for both ABE and HSD programs, not all of them could be considered appropriate. The same holds true for questions regarding ABE Learners. The learner enrolled in an adult basic education program usually has specific needs and characteristics which are different from those of other adult learners. Statements on the Inventory which were categorized under Instructional Process are rather specific statements about what teachers do in the course of instruction. Again, in some cases they may be similar between ABE and HSD classes; but in other cases they can be expected to be quite different. The fourth category of statements, regarding Scope and Goal of Adult Education, includes some questions about general

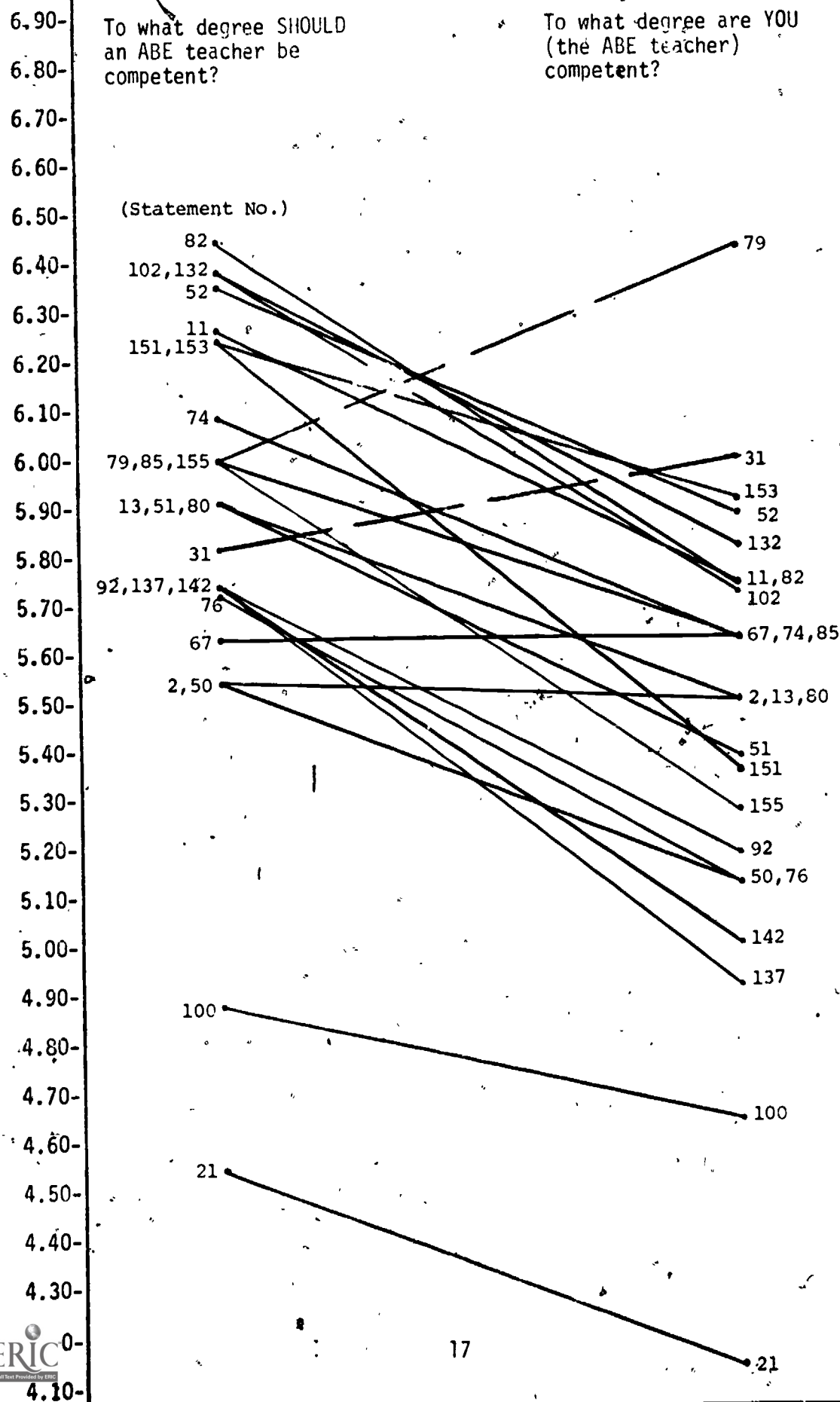
adult education and others which specifically describe adult basic education. Teachers in the high school diploma program should not be expected to have much knowledge about adult basic education.

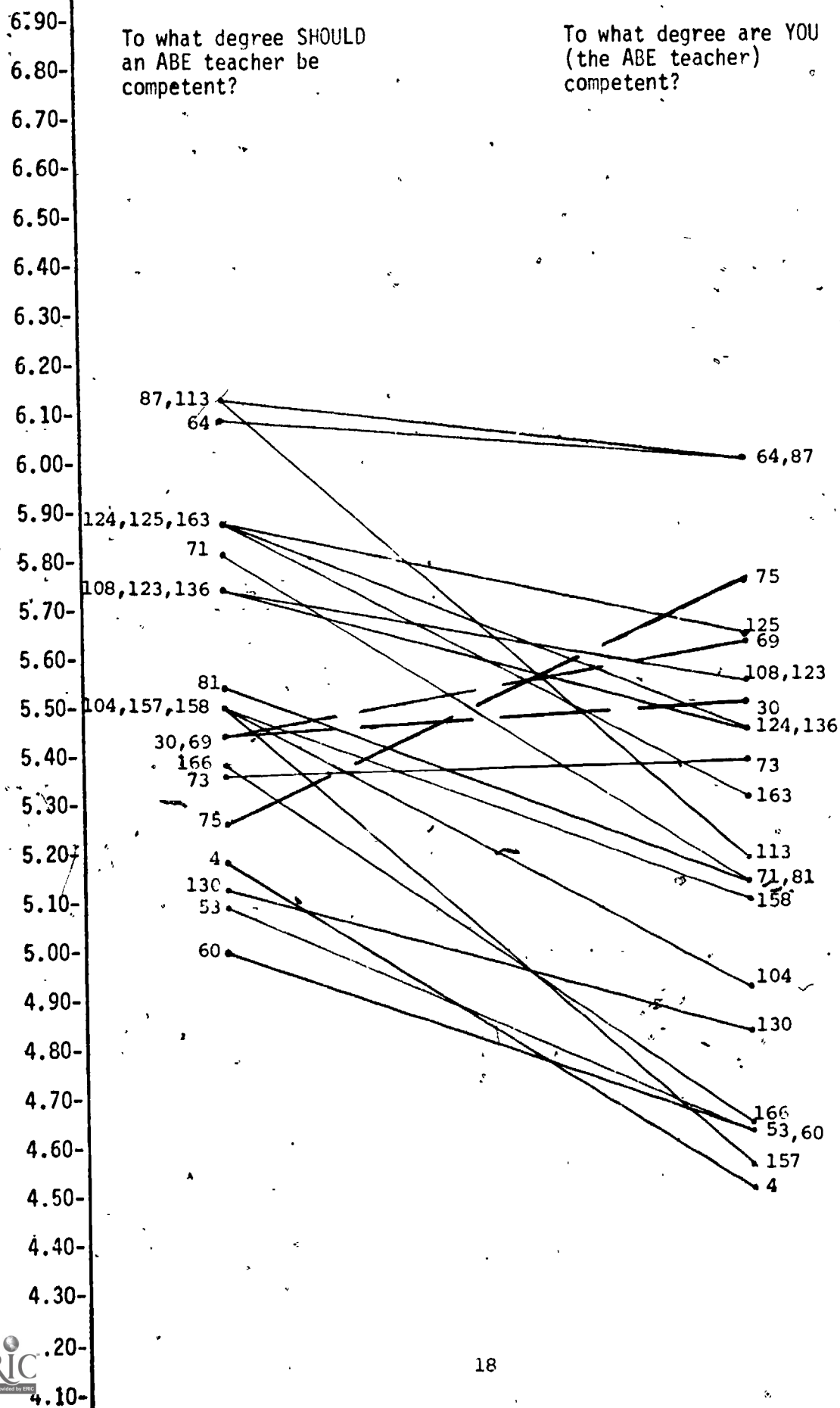
Responses to the 170 Inventory items showed enough differences between responses of ABE teachers and HSD teachers to conclude that they represent two separate populations, rather than a single combined population. Additionally, a review of responses by HSD teachers indicated several inconsistencies which would support the stipulation that the Inventory should be administered only to adult basic education teachers. For these reasons, responses of high school diploma teachers in the Virgin Islands will not be discussed in this report. An actual listing of responses in ranked order, however, is appended to this report (Appendix II).

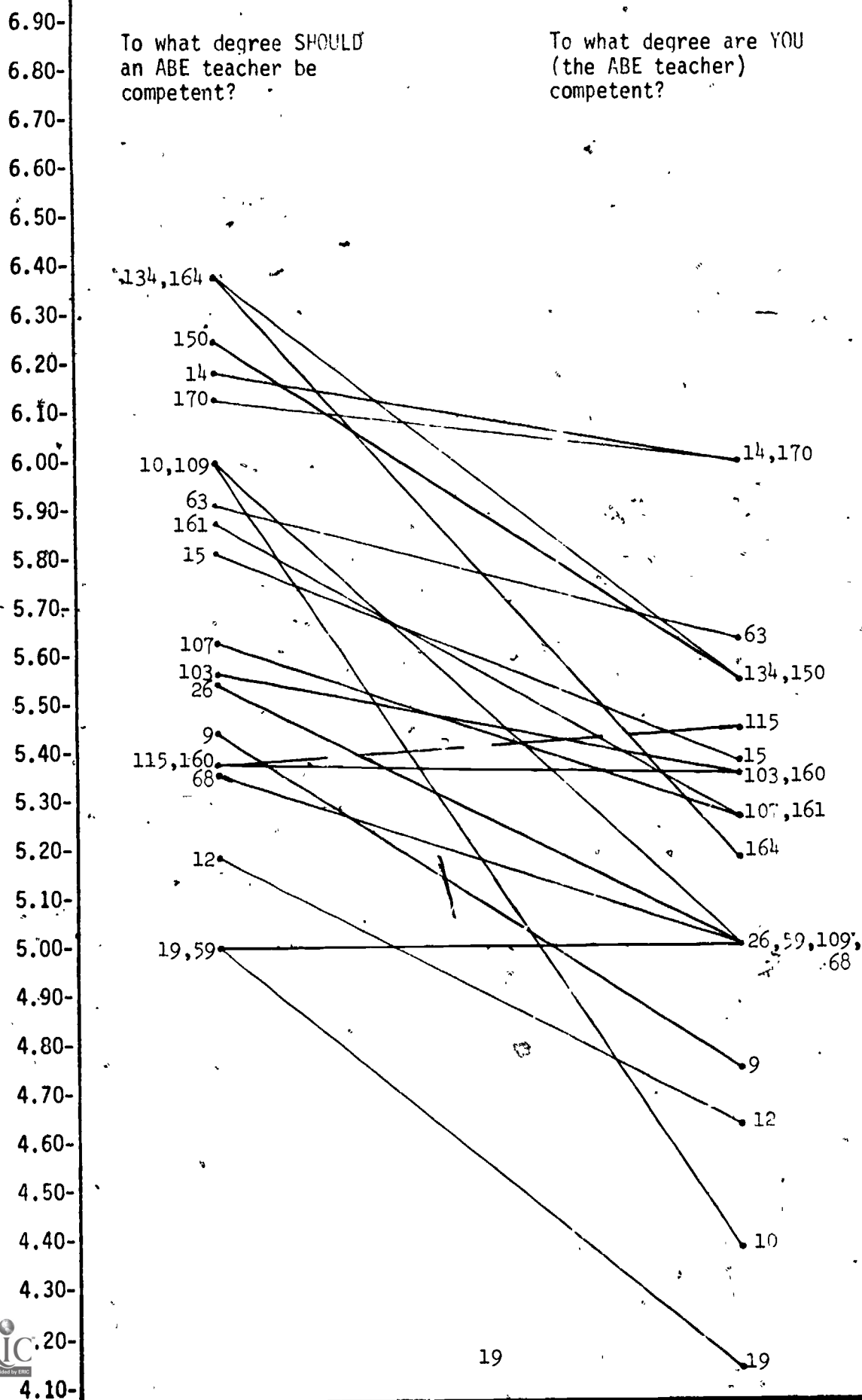
RESPONSES OF ADULT BASIC EDUCATION TEACHERS

As described earlier, mean scores were obtained for each of the 170 items on the Inventory and listed in a ranked order from highest to lowest, resulting in two lists of statements describing teacher competencies. One list describes what an adult basic education teacher should be able to do, with the statement having the highest mean score considered as the highest priority. A second list describes the degree of competence which ABE teachers in the Virgin Islands feel that they currently have. The statement with the highest mean score in this list is considered to describe the behavior or activity in which teachers feel they are most competent.

The two lists of mean scores were then subdivided into the four categories described earlier in this report: Scope and Goal of Adult Education, Curriculum, ABE Learner and Instructional Process. For purposes of visual comparison, scores were charted on a simple graph, one graph for each category (Figures 1, 2, 3, 4 - pages 17-20).





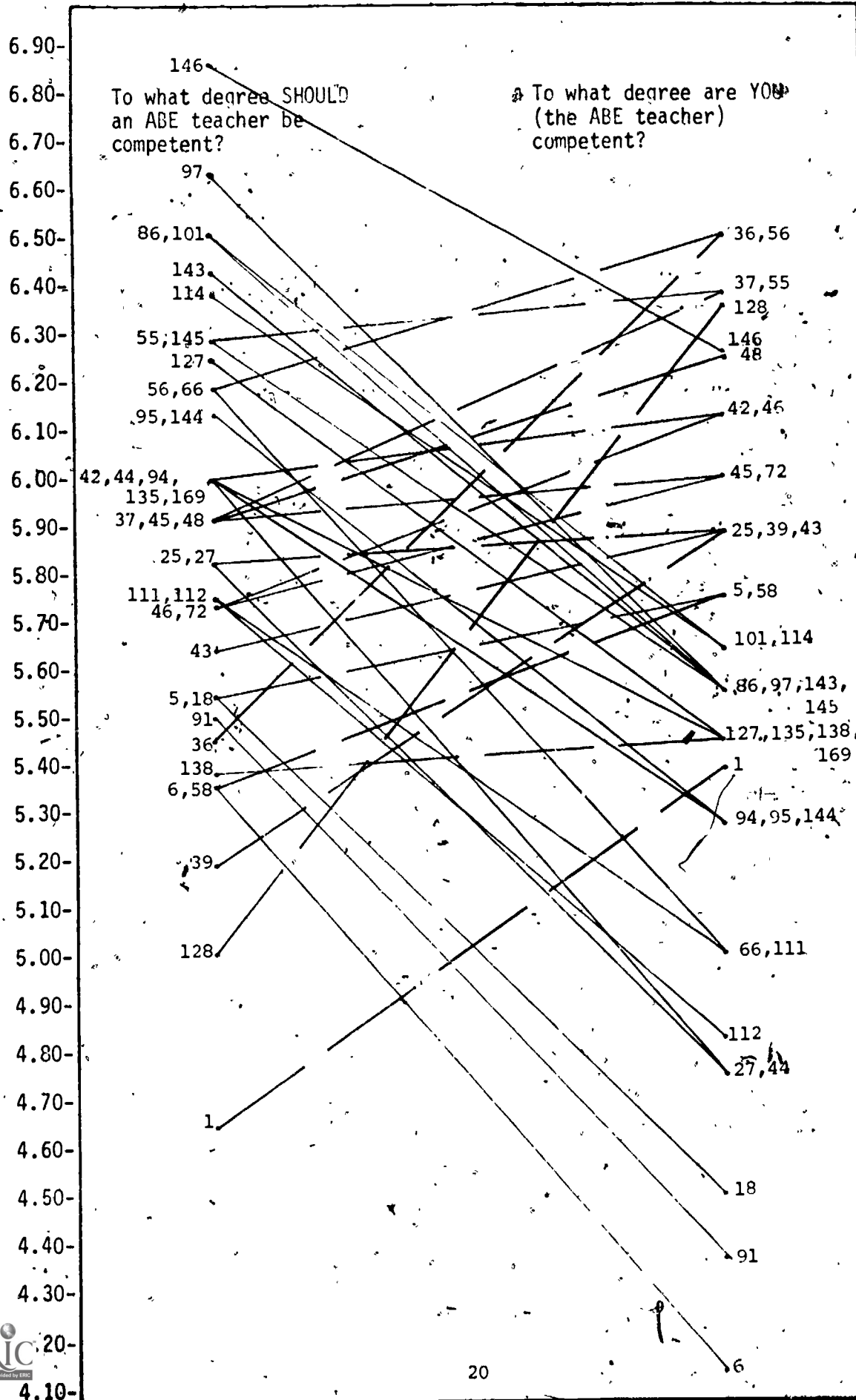


COMPARISON OF MEAN SCORES

VIRGIN ISLANDS
ABE TEACHERS

"Should vs. Can"

Figure 4:
Instructional Process



A separate chart was prepared for each of the four categories, as follows:

Figure 1 (p. 17) represents mean scores for all responses to statements regarding the Curriculum.

Figure 2 (p. 18) represents mean scores for all responses to statements regarding the Scope and Goal of Adult Education.

Figure 3 (p. 19) represents mean scores for all responses to statements regarding the ABE Learner.

Figure 4 (p. 20) represents only a portion of the responses to statements describing the Instructional Process. Since this category was so large, with a total of 103 statements, the mean scores depicted on the chart have been selected because they are of particular interest in the interpretation of the data. They will be discussed in greater detail at a later point.

As evident in Figures 1-4, a visual scanning of the two lists shows that, for the most part, mean scores which indicate what an ABE teacher SHOULD be able to do are consistently higher than mean scores which indicate what this group of respondents ARE able to do.

The next logical step in the analysis of data was to determine whether the differences between desirable teacher competency and current teacher capabilities were significant enough to warrant a recommendation for training in specific areas.

When t-tests were used to measure the "gap" between the degree of competence which teachers feel they SHOULD have, and the competence that they DO have, a total of eleven (11) of the 170 statements on the Inventory appeared to be significantly different (.05 level). These 11 statements are listed in Table 2 (p. 22); their significance will be discussed later.

A scanning of the charts in Figures 1, 2, 3 and 4 also indicated the possibility that in some specific areas, teachers who responded may actually have a greater degree of competence than they feel an ABE teacher needs. These areas may be identified visually by noting specific items where the line drawn between the two sets of mean scores is a broken line and slants upward

Table 2

An ABE teacher SHOULD be able to:	CURRICULUM	ADULT EDUCATION	ABE LEARNER	INSTRUCTION
determine reasons for low self-concept of learners			X	
use classrooms and other settings which provide for a comfortable learning environment.				X
determine the difficulty, validity and reliability of teacher-made tests.				X
identify potential talents of learners.			X	
gather information concerning psychological problems of the learners.			X	
recognize the value system of learners to be appropriate for the environment in which they live.			X	
use techniques to facilitate recall.				X
interpret the philosophical base and current issues of adult education in relation to the various aspects of American society.		X		
summarize and review the main points of a lesson or demonstration.				X
recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X
apply basic principles of adult learning to instructional situations.				X

* Using t-tests to measure the "gap" between the degree of competence which teachers feel they SHOULD have, and the competence that they DO have, all of the above statements are considered to be significant at the .05 level.

from the left to the right side. This is an indication that the mean score for this particular item is higher on the scale where teachers rated their competence than it is on the scale in which they rated competence which teachers should have. There are a total of 25 items which fall into this category, listed in Table 3 (pp.24-25). They will also be discussed later in the report.

In order to encourage maximum feedback from the respondents, a final question on the Inventory asked them to identify any other abilities which they felt should be included in the Inventory. Respondents from the Virgin Islands submitted a total of three (3) statements of teacher competency which they felt had been omitted from the study. When these statements were analyzed and compared with other statements in the Inventory, they were judged by two researchers to be duplicates of statements already listed. Thus, a conclusion was made that no new competencies were identified by teachers in the Virgin Islands.

A compilation of responses of adult basic education teachers in the Virgin Islands resulted in a priority order listing which begins on page 27 (Table 4). The statements are listed in ranked order, from 1 to 170, beginning with the statement which indicates the competency which most teachers felt that an adult basic education teacher should possess. They are also identified according to the content category which they represent: Curriculum, Scope and Goal of Adult Education, the ABE Learner or Instructional Process.

In addition to listing statements in a ranked order, Table 4 identifies, by symbols, the relative degree of need for training indicated by respondents. For example, the first item listed is highest in rank order, indicating that it is the highest priority in terms of what ABE teachers should be able to do. In Table 4, the same statement is also preceded by an asterisk (*), which

Table 3

ABE teachers who responded ARE able to:	CURRICULUM	ADULT EDUCATION	ABE LEARNER	INSTRUCTION
administer standardized tests.				X
make daily lesson plans.				X
arrange flexible grouping for learning.				X
use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
use appropriate materials and methods for specified reading deficiencies.				X
select curriculum which will develop word attack skills.	X			
apply concepts of liberal education to adult basic education.		X		
apply knowledge of materials and procedures gained from other teachers.				X
develop effective working relationships with learners.				X
use humor in the classroom.				X
relate the democratic process to everyday lives of learners.				X
coordinate and supervise classroom activities.				X
use appropriate methods and materials for teaching language arts.				X

*Mean scores indicate that they are perhaps "overtrained" in these areas. Their degree of competence is higher than the degree of competence which they feel that an ABE teacher "should" have.

Table 3
(cont.)

ABE teachers who responded ARE able to:	CURRICULUM	ADULT EDUCATION	ABE LEARNER	INSTRUCTION
identify the major topics and concepts of each subject he/she teaches.	X			
explain what is individually prescribed instruction.				X
recognize the similarities and differences between general and vocational education.		X		
use a system to keep records of learners' progress.				X
communicate effectively with learners.				X
differentiate between goals and objectives.				X
use behaviorally stated objectives.				X
interpret social characteristics of learners.			X	
maintain a clean, orderly classroom.				X
describe the relationship of adult basic education to adult education.		X		
differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
gather information on the economically disadvantaged in various ethnic groups.			X	

*Mean scores indicate that they are perhaps "overtrained" in these areas.
Their degree of competence is higher than the degree of competence which they feel that an ABE teacher "should" have.

indicates that there is a significant need for training in this specific competency on the part of the teachers who responded. Other symbols on the chart, as described at the bottom of each page, indicate either secondary training needs (+) or areas in which teachers are already competent and may not need further training (#). The most immediate training need, as depicted in Table 4, would be for a competency which is ranked high on the list and is also preceded by an asterisk. Further interpretation of this table will be made in the discussion section.

Three sample statements from the chart are given below, followed by an explanation of how they should be interpreted:

Rank Order	Trng. Need	Statement of Competency	Category			
			C	AE	L	IP
1	*	Summarize and review the main points of a lesson or demonstration.				X
8	+	Select curriculum which will develop all levels of reading comprehension.	X			
52	#	Use a system to keep records of learners' progress.				X

Statement #1 in the Instructional Process category, is ranked highest in terms of what an ABE teacher should be able to do. It also indicates a significant difference (* .05 level) between the desired and actual levels of teacher competency. It is interpreted, thus, to be a high training priority.

Statement #8 in the Curriculum category, is ranked eighth out of 170, a high priority in terms of what an ABE teacher should be able to do. The difference between desired and actual levels of competency is less than #1 (significant at .10 level); interpreted as a secondary training need.

Statement #52 in the Instructional Process Category, is ranked 52nd out of 170. Respondents indicated (#) that their level of competency was already higher than an ABE teacher need; thus, this is not considered a training need at this time.

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
1	*	summarize and review the main points of a lesson or demonstration.				X
3	*	determine the difficulty, validity and reliability of teacher-made tests.				X
3		maintain discipline in the classroom.				X
3		develop a climate that will encourage learners to participate.				X
6	*	use classrooms and other settings which provide for a comfortable learning environment.				X
6	+	maintain interest of students in classroom activities.				X
6		adjust rate of instruction to the learners' rate of progress.				X
8	+	select curriculum which will develop all levels of reading comprehension.	X			
9	+	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.				X
12	*	identify potential talents of learners.			X	
12	*	recognize the value system of learners to be appropriate for the environment in which they live.			X	
12	+	use appropriate methods and materials to remedy deficiencies in mathematics.				X
12	+	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	X			
12		select curriculum which will promote development of the learners' reading vocabulary.	X			

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate
 Curr. = Curriculum
 A.E. = Scope and Goal of Adult Education
 Lrnr. = ABE Learner
 I.P. = Instructional Process

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
15.5		select curriculum which integrates reading comprehension and vocabulary development with each content area.	X			
15.5		design an instructional plan based on results of diagnostic tests.				X
17	*	apply basic principles of adult learning to instructional situations.				X
19		select curriculum which will aid the learners in developing an interest in reading.	X			
19		use appropriate methods and materials for teaching mathematics.				X
19	#	communicate effectively with learners.				X
24	*	use techniques to facilitate recall.				X
24	+	determine those principles of learning which apply to adults.			X	
24	+	select reading curriculum according to logical order.	X			
24		select those components of a subject area which are essential to learners.	X			
24		reinforce positive attitudes toward learning.				X
24		provide continuous feedback to learners on their educational progress.				X
24		devise instructional strategies that will develop within the learners a sense of confidence.				X
30	+	function in a team teaching situation.				X
30		participate in the process of program evaluation.				X

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

Curr. = Curriculum
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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
30		provide practical activities for learners which reinforce classroom instruction.				X
30		establish a basis for mutual respect with learners.			X	
30	#	develop effective working relationships with learners.				X
37.5	+	select materials and activities which promote learning about practical government.				X
37.5	+	interpret the adult basic education program to other teachers and the community.		X		
37.5	+	plan independent study with learners.				X
37.5		differentiate between teaching children and teaching adults.		X		
37.5		recognize the potentiality for growth in learners.		X		
37.5		select instructional materials which relate to the background of the learners.				X
37.5		place learners at their instructional level.				X
37.5		operate duplicating equipment and instructional hardware.				X
37.5		relate instructional content to the life of learners.				X
37.5		participate in the process of evaluating one's own teaching effectiveness.				X
		NOTE: STATEMENTS ABOVE THIS LINE ARE RANKED IN THE TOP QUARTILE (25%).				
43.5		select mathematic concepts according to logical order.	X			

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 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

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 Lrnr. = ABE Learner
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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category-			
			Curr.	A.E.	Lrnr.	I.P.
43.5		demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.		X		
52	*	determine reasons for low self-concept of learners.			X	
52	*	gather information concerning psychological problems of the learners.			X	
52	*	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X
52	+	plan instructional activities which bring resources of the community to bear on needs of learners.				X
52	+	use programmed and self-directed instructional materials.				
52	+	relate classroom activities to the job experiences of learners.				
52		select curriculum which will develop oral language skills.	X			
52		include concepts of modern math when selecting curriculum.	X			
52		diagnose learners' basic reading skills.				X
52		diagnose learners' basic mathematical skills.				X
52		refer learners to community agencies for specific social, educational and training needs.				X
52		administer informal reading inventories.				X
52		construct informal tests and measurement techniques to evaluate learners' achievements.				X

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

Curr. = Curriculum
 A.E. = Scope and Goal of Adult Education
 Lrnr. = ABE Learner
 I.P. = Instructional Process

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
52	#	use a system to keep records of learners' progress.				X
52	#	select curriculum which will develop word attack skills.	X			
64.5		select curriculum according to appropriate sequence, continuity and integration.	X			
64.5		select curriculum which provides for the development of liberal education for the learners.	X			
64.5		use knowledge of adult developmental characteristics to select curriculum.			X	
64.5		identify the learners' interests and level of aspiration.				X
64.5		adjust teaching to accommodate individual and group characteristics.				X
64.5		apply criteria for the selection and evaluation of instructional materials.				X
64.5		adjust program to respond to the changing needs of the learner.				X
64.5	#	maintain a clean, orderly classroom.				X
64.5	#	apply knowledge of materials and procedures gained from other teachers.				X
64.5	#	use appropriate materials and methods for specified reading deficiencies.				X
73.5	+	describe the learning characteristics of the adult.			X	
73.5		demonstrate commitment to lifelong learning by participating in continuing education activities.		X		

* greatest training need (.05 level of significance)

+ secondary training need (.10 level of significance)

"Overtrained" - training has been more than adequate

Curr. = Curriculum

A.E. = Scope and Goal of

Lrnr. = Adult Education

I.P. = ABE Learner

I.P. = Instructional Process

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
73.5		apply pertinent research.		X		
73.5		use the services of local adult basic education advisory committees.		X		
73.5		administer informal math inventories.				X
73.5		select materials and activities which promote learning about ecology.				X
73.5		integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.				X
73.5		apply principles of attitude and behavior change in the instructional process.				X
84.5	+	determine the modality(ies) by which individuals learn most effectively.				X
84.5		identify new developments, recent recommendations and current issues in adult education.		X		
84.5		assist learners who desire to assume new roles in society.			X	
84.5		try novel and unique strategies in broadening horizons of leaders.				X
84.5		evaluate instructional objectives.				X
84.5	#	differentiate between goals and objectives.				X
84.5		guide and counsel learners.				X
84.5		interpret informal reading inventories.				X
84.5		interpret informal math inventories.				X

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
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Curr. = Curriculum
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 Lrnr. = ABE Learner
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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
84.5		select materials and activities which develop study patterns.				X
84.5		adjust instruction to provide for the social, psychological and physiological effects of aging.				X
84.5		give examples of concepts and principles.				X
84.5		interpret and use the results of standardized achievement tests.				X
84.5	#	identify the major topics and concepts of each subject he/she teaches.	X			
		NOTE: STATEMENTS ABOVE THIS LINE ARE ALSO ABOVE THE NEAR-MEDIAN.				
98	+	incorporate practical government into the curriculum.	X			
98	+	identify and analyze terminal behaviors.				X
98	+	construct audio-visual materials.				X
98		select curriculum which will help learners control and adjust to change.	X			
98		incorporate health and nutrition objectives into the curriculum.	X			
98		use information from professional journals, organizations and associations.		X		
98		use the services of state and local agencies responsible for adult basic education.		X		
98		use techniques of public relations.		X		
98		select materials and activities which promote consumer education.				X
98		operate a learning laboratory.				X

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 + secondary training need (.10 level of significance)
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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
98		adjust the administration and interpretation of tests according to the behavioral characteristics of adults.				X
98		choose tests that yield necessary data on learners.				X
98		select materials and activities which promote the learners' liberal education.				X
107		select curriculum which develops study patterns.	X			X
107		design activities to develop problem solving abilities within learners.				X
107		list the major causes of reading difficulties in adult learners.				X
107	#	coordinate and supervise classroom activities.				X
107	#	use humor in the classroom.				X
112		differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
112		apply basic principles of group dynamics and leadership techniques.				X
112		use instructional materials which are congruent with specific curricular goals.				X
112		maintain current information concerning commercial instructional materials.				X
112	#	use appropriate methods and materials for teaching language arts.				X
117.5		identify causes of discrimination.			X	

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 + secondary training need (.10 level of significance)
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Curr. = Curriculum
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Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
117.5		use criterion-referenced evaluation instruments.				X
117.5		develop generalizations supported by facts.				X
117.5		use the language experience approach to teach reading.				X
117.5		determine modes and rates of instruction through diagnosis.				X
117.5		involve learners in the process of formulating instructional objectives.				X
121		analyze the impact of prior educational experiences upon learners.			X	
126.5	+	construct informal reading inventories.				X
126.5		include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum.	X			
126.5		select curriculum which emphasizes noteworthy current events.	X			
126.5		apply theory to the process of program development.		X		
126.5		collect information on the cultural and social forces that influence the learners.			X	
126.5		write objectives in behavioral terms.				X
126.5		construct profiles which reflect learners' attainment, potential and expectations in reading.				X
126.5		write instructional materials.				X
126.5		apply generalizations to specific situations.				X

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

Curr. = Curriculum
 A.E. = Scope and Goals of
 Adult Education
 Lrnr. = ABE Learner
 I.P. = Instructional Process

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
126.5	#	explain what is individually prescribed instruction.				X
136.5	*	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.		X		
136.5	+	aid the learner in obtaining employment or on-the-job training.				X
136.5		interpret national, state and local objectives of adult basic education.		X		
136.5		recognize the historic and contemporary approaches to literacy.		X		
136.5		design instructional strategies to develop all levels of comprehension within the cognitive domain.				X
136.5		relate knowledge of economic and labor market information to the vocational interests of learners.				X
136.5		use mass media for educational purposes.				X
136.5		apply synthetic and analytic word learning methods as determined by diagnosis.				X
136.5		administer interest inventories.				X
136.5		adapt instructional activities for the physically handicapped.				X
143.5	#	describe the relationship of adult basic education to adult education.		X		
143.5		assess anxieties about learning that are specific to identifiable groups of learners.			X	
143.5	#	recognize the similarities and differences between general and vocational education.		X		

* greatest training need (.05 level of significance)
+ secondary training need (.10 level of significance)
"overtrained" - training has been more than adequate

Curr. = Curriculum
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Adult Education
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I.P. = Instructional Process

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
143.5	#	make daily lesson plans.				X
147.5		recognize the nature and intent of adult basic education legislation including financing.		X		
147.5	#	interpret social characteristics of learners.			X	
147.5		identify the major functions of community agencies which serve the social, educational and training needs of learners.			X	
147.5	#	use behaviorally stated objectives.				X
151.5	+	prepare new teachers for innovative and changing programs.				X
151.5		identify similarities and differences between two or more educational philosophies.		X		
151.5		analyze reasons for learners' participating in educational programs.			X	
151.5	#	relate the democratic process to everyday lives of learners.				X
154	#	apply concepts of liberal education to adult basic education.		X		
156		use the community development approach.		X		
156		assess the effects of discrimination on the learners.			X	
156	#	arrange flexible grouping for learning.				X
158		recruit the learners.		X		
160		identify major causes of the literacy problem in the United States.		X		

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

Curr. = Curriculum
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 Lrnr. = ABE Learner
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Describing ABE Teacher Competency

ABE Teachers

Rank Order	Trng. Need	An ABE Teacher should be able to:	Category			
			Curr.	A.E.	Lrnr.	I.P.
160		select materials and activities which promote learning about health and nutrition.				X
160		recognize action words appropriate to a given behavior.				X
164		interpret the social structure and characteristics of the community.		X		
164		collect information on the learners' physical, mental and social development.			X	
164		gather information on the economically disadvantaged in various ethnic groups.			X	
164		select objectives from each of the domains (cognitive, psychomotor and affective).				X
164	#	administer standardized tests.				X
167		arrange and conduct field trips.				X
168		incorporate consumer education into the curriculum.	X			
169	#	use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
170		incorporate ecology into the curriculum.	X			

* greatest training need (.05 level of significance)
 + secondary training need (.10 level of significance)
 # "overtrained" - training has been more than adequate

Curr. = Curriculum
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DISCUSSION AND CONCLUSIONS

SAMPLE SELECTION AND SURVEY RETURNS

The decision to survey all of the thirty ABE teachers (100%) in the Virgin Islands was appropriate for that population. Due to mail losses and unexpected teacher absence, responses were received from only 63% (19) of the ABE teachers. If the initial sample had been any less than 100 percent, the n would have been so small that its representation of the total teacher population could be questioned.

The 100 percent sample of HSD teachers yielded a higher percentage of return, with responses being received from fifty of the sixty HSD teachers (86%). Although the 100 percent sample was not crucial in this case, the fact that 86 percent of the teacher population was represented in the study lends validity to the results.

In a state or region with a teacher population of at least 100, the researcher would consider selecting a random sample of 10% to 50%, depending on the total number of ABE teachers. Based on survey returns from ABE teachers in this study and previous research, returns can usually be expected to be diminished by teacher absence at the time of administration, lack of response due to time pressures on a part-time ABE teacher, and a fairly high rate of teacher turnover. These factors should be taken into account in future studies, in order to determine an appropriate sample size.

SURVEY INSTRUMENT

The revised version of the Adult Basic Education Teacher Competency Inventory seems to be an improvement in many ways over the original. With

the number of questions being reduced from 291 to 170, there were very few instances of questions being omitted by the Virgin Islands respondents. Responses ranged across the entire scale of 0 to 7, and teachers who responded did make distinctions between the first half of the questions and the second half, between what an ABE teacher should be able to do and what their own capabilities are. Even though the number of questions is greatly reduced from the original Inventory, it appears to be quite comprehensive. Only three respondents suggested competency statements which they felt had been omitted from the Inventory; and when these were analyzed, they were judged by two researchers to be duplicates of statements already included in the Inventory.

The demographic section of the Inventory allows for teacher responses which describe the teacher population rather extensively. However, two of the questions consistently yielded responses which were not provided for in the multiple choice options. Question 7 asks the respondent to indicate what type of classes he/she teaches. Many of the respondents apparently teach combinations of classes which are different from the options provided; and therefore either marked more than one response, or chose response number 7, "other" and specified what type of classes they taught.

Question 9 seemed to present a similar dilemma for respondents. When asked what type of certification they hold, many chose more than one response, indicating combination certification. The options that were given were not mutually exclusive, and therefore could lend themselves to multiple responses. Also, there was no provision made for respondents who had other types of certification or no certification at all. Based on the way in which the question is written, an inference was made that if no item was checked under

the question, the respondent did not hold any certification. In the future, provision could be made for a more specific response to this question.

On the whole, the survey instrument, as used in this study, yielded a quantity and quality of data sufficient to provide significant guidance for planners of staff development activities in ABE. It should be administered only to ABE teachers, as indicated by the attempt to survey teachers in the High School Diploma program. In reality, many teachers in Adult Basic Education also have teaching responsibilities in English as a Second Language (ESL), high school equivalency or GED programs, high school completion, pre-vocational or vocational education and other related areas. However, the Inventory has been designed to encompass the specific needs of Adult Basic Education teachers, and any other use of it will probably yield data that is less valid.

DATA COLLECTION

In the Virgin Islands study, there were several factors which supported the method of data collection used. The Director of Adult Education for the Virgin Islands was personally involved in and committed to the study from the beginning. Due to the small number of teachers and the short distance required, he chose to personally distribute the survey instrument to teachers who would be responding. Rather than having completed Inventories mailed piecemeal to Kansas City, he collected them and returned them in a single shipment.

In a larger state or region, there is usually a "chain of command" which begins with the state director of adult education and includes such personnel as state staff development specialists, local program coordinators, supervisors

of instruction and teachers in charge. In some cases, this delegation of responsibility may facilitate data collection; in other cases, it may actually be a hinderance and cause miscommunication and delays. In any event, comprehensive and rapid data collection seems to be dependent upon the commitment of the state director of adult education to the study, the best utilization of "chains of command" in communication with teachers, and a clear understanding on the part of the teacher that he or she is actually contributing to his/her professional development, rather than being exploited by the researcher.

PROFILE OF HSD TEACHERS

A review of the demographic data supplied by teachers in the High School Diploma program provides the following profile: The group of teachers is divided almost equally between men and women. The teachers are, for the most part, young persons between the ages of 25 and 34. Almost all (88%) are certified teachers, with the majority having certification at the secondary level. This group of teachers is fairly new to the High School Diploma program, with more than half of them having taught two years or less in the program. Fifty two percent also indicated that they had never attended any specialized ABE training function, and of those who had attended, only 16 percent attended such a function in the past year. The type of training functions attended ranged from lectures or conferences of one day or less, to college credit courses, with two-to-five day workshops being the most attended.

This compilation of data raises certain questions and infers conclusions.

1. How does the age of the student population compare with that of the teacher population? If teachers and students are approximately

the same ages, is this viewed as an advantage in that communication is easier and more effective? Or could it possibly be a deterrent to effective teaching and learning, if adult students are somewhat resentful of people their own age being their teachers? If the students are, on the whole, older than the teachers, do they have any difficulty respecting the young teacher? And are the teachers able to effectively communicate with the older student? The age factor may or may not be a significant one in terms of effective teaching and learning, but it must at least be considered.

2. More than half of the teachers who teach part-time in the High School Diploma program also teach full-time at the secondary level. Additionally, 72% of the HSD teachers have teacher certification at the secondary level. This would suggest that they are well qualified to teach curricular content at the secondary level, and is certainly interpreted as a strength of the Adult High School program.
3. The fact that more than half of the teachers in the HSD program have been there for two years or less could be interpreted in various ways. Without further information, no conclusions can be drawn. However, it is often observed that a lack of experience is balanced by the enthusiasm, motivation and recent training of a new teacher. A unique factor in the Virgin Islands teacher population may be that, although most of the teachers are not experienced in the Adult High School program, they may be quite experienced as teachers at the secondary level. Once this is ascertained, a lack of experience in teaching adults might be

compensated with specialized training in adult education.

4. The previous suggestion is strengthened by teacher responses indicating that more than half of the HSD teachers have never attended an ABE training function. This suggests a possible need for specialized training for teachers in the High School Diploma program, not in curricular areas, but in knowledge and skill needed to deal with the adult learner. When reference is made to the priority order established by HSD teachers for the various statements of teacher competency (Appendix II), it is noted that statements of highest priority are not, in fact, in the area of curriculum. Instead, they describe teacher competency necessary for relating to the learner, differentiating between teaching children and teaching adults, reinforcing positive attitudes toward learning, and related areas.⁴
5. Although respondents in the HSD program indicated what types of training functions they have attended previously, there is no question on the Inventory which asked that type or format of training they prefer. If specialized training in adult education is to be planned for this group of teachers, an assessment must be made to determine (1) the content of such training, and (2) the type or format and length of such training.
6. If this assessment of HSD teacher training needs and preferences so indicates, it may be appropriate to plan training activities jointly with ABE teachers in the Virgin Islands, so that each

⁴Again it must be noted that the priority order listing of responses of HSD teachers (Appendix II) should be viewed only as a very general guideline, rather than a line by line description of basic training needs.

group might learn from and contribute to the other. For example, teachers in the HSD program might share their experience and knowledge in the content areas, while ABE teachers can be a strong resource in terms of experience with the adult learner.

PROFILE OF ABE TEACHERS

A review of the demographic data supplied by ABE teachers in the Virgin Islands provides the following profile: Slightly more than half of the teachers are female and young, with 58% of the teachers being under 34 years of age, and 42% between the ages of 35 and 54. The great majority of the teachers (84%) work only part-time in Adult Basic Education. Of these part-time teachers, 68% teach full-time at the elementary level and are also certified at the elementary level. Another 16% teach at the secondary level, and the remainder have other or no full-time employment. More than half of the teachers teach Adult Basic Education classes only; the remainder teach a combination of classes.

There is a definite separation into two groups of teachers according to experience in ABE. Seventy percent of the teachers are fairly new to ABE, having two years or less experience. The other 30% are considerably more experienced, having 4 or more years in ABE. Likewise, the group is divided according to previous training in ABE, with over half of the teachers having attended an ABE training function during the past six months, and the other 42% never having attended an ABE training function. Types of training functions attended ranged from lectures or one-day conferences through five-day institutes, with the exception of college credit courses. The type of training function most attended by this group of teachers was a workshop

of two to five days in length.

The following questions and conclusions may be drawn from this data.

1. Since the majority of ABE teachers are also full-time teachers either at the elementary or secondary level, they are probably adequately trained and experienced to deal with curricular content at the ABE level. This is to be considered a strong advantage for the adult program.
2. The combination of part-time employment in ABE and less than two years of experience would suggest that continuous in-service training would be beneficial to this group. The fact that most of the teachers are part-time is neither positive nor negative in itself. It is sometimes an advantage to have a group of teachers who are likely to be open to trying new approaches and materials, and teachers who are just beginning in the field tend to be more open to trying new things. Lack of experience and training, however, should be balanced by training opportunities.
3. Teachers who had attended ABE training functions had done so rather recently, during the past six months. There is no way to determine from the specific questions on the Inventory whether the 42% who had never attended any ABE training functions were among the less experienced or more experienced teachers. Further assessment must be done so that all teachers will be included in future in-service training activities.
4. Regarding content of such training activities, the priority order and relative need for training has already been established by this group of teachers, as indicated in the listings on pages 27 to 38. This listing should be referred to in detail as planning is done

for in-service teacher training.

5. Although ABE teachers who responded to the Inventory indicated what types of training functions they had attended previously, there is no question on the Inventory which asked what type or format of training they prefer. Before training functions are planned for this group of teachers, an assessment must be made to determine the format and length of such training which is preferred by most teachers.
6. If this assessment of ABE teacher training preferences so indicates, it may be appropriate to plan training activities jointly with HSD teachers in the Virgin Islands, so that each group might learn from and contribute to the other. The ABE teachers can be a strong resource for HSD teachers because of their background and experience with the adult learner. Likewise, HSD teachers might be able to share their experience and knowledge in the content areas in a joint training function.

TRAINING PRIORITIES OF ABE TEACHERS

There were essentially three sets of data provided by teachers as they responded to the Inventory: (1) A demographic description, (2) a description of what an ABE teacher should be able to do, and (3) a description of what this specific group of teachers can do. The demographic data supplied by the teachers has already been discussed. The remainder of the discussion will focus on three questions which, when answered, will provide a basis for the planning of necessary and effective training for ABE teachers in the Virgin Islands. The three questions are these:

1. In what areas and to what degree is the "ideal" ABE teacher competent?

2. In what areas and to what degree are ABE teachers in the Virgin Islands competent?
3. How does the competence of ABE teachers in the Virgin Islands measure up to their perception of the "ideal" (competent) ABE teacher?

It is important to note here that the measurements and standards which will be discussed have been established by this specific group of ABE teachers, rather than some outside group who makes an attempt to determine what ABE teachers can and should do. Teachers were asked to indicate their own perception of themselves and other teachers. Thus, all subsequent statements which describe what ABE teachers should be able to do and are, indeed, able to do, could be prefaced by the following modifier: "According to 19 teachers in the Virgin Islands who responded to the Inventory," For brevity and ease in reading, this modifier is to be understood, rather than stated, in the remainder of the report.

A few specific items remain to be discussed before further conclusions are made.

Figures 1-4 (pp. 17-20) have been included in the report to provide a visual representation of the data. Each of the four charts represents one of the content categories in the Inventory. Figure 1 depicts the rank order of the 24 statements of competency which are curricular in nature. The 23 statements included in Figure 2 describe competencies related to the scope and goal of adult education. In Figure 3, there are 20 statements which refer to the ABE learner.

Figure 4 deviates from the pattern, in that not all of the 103 competency statements describing the instructional process have been charted. In order to simplify the reading and understanding of the chart, only those items have been included which are particularly of interest in

this category -- either because they indicate a definite training need, or because they represent specific competencies for which teachers feel they have been (more than) adequately trained.

The notion of being "more than adequately trained" is an interesting one, and is worth pursuing at this point. With such a cry being made for teacher training in ABE -- and this is certainly not to be discounted -- it comes as a relief, and almost a humorous note, that evidently some ABE teachers have actually had enough of certain kinds of training. In fact, the measurement of significance, using t-tests, would suggest that in a few areas, they are considerably more competent (i.e., have had more training) than an ABE teacher needs to be. Some of the statements of competency which fall into the category of "overtraining" for the Virgin Islands teachers (Table 3, pp. 24-25) include the following:

An ABE teacher should be able to:

"administer standardized tests."

"make daily lesson plans."

"arrange flexible grouping for learning."

"select curriculum which will develop word attack skills."

The reader is to be reminded that, even though the Virgin Islands teachers indicated that their current level of competency in these areas apparently exceeds the need for competency, it does not necessarily follow that there will never be a need for training in these areas. The purpose of the priority order listing beginning on page 27 is to compare the relative importance of acquiring each competency with the degree of competence which teachers now have.

In contrast to those statements of competency for which teachers are already trained, there are others for which an urgent need for training has been indicated. These are listed in Table 2 (p. 22), and were determined by applying t-tests to the mean scores, in effect, measuring the gap between the degree of competency which teachers need and the degree of competency they already have.

As with Table 3, the reader must take into consideration that an "urgent need for training" is only "urgent" if the specific area of competency is also an area which is ranked high in the priority order listing on pages 27-38. If teachers have indicated that a specific competency is not very necessary for ABE teachers (i.e., 52, "gather information concerning psychological problems of learners"), then it is not considered an urgent training priority, even though the gap between teachers' competence and desired competence is significant.

When the two sets of data are lined up side by side, and a comparison is made of the desirable competencies of an ABE teacher and the present competencies of ABE teachers in the Virgin Islands, conclusions may be drawn in terms of (1) long range planning for ABE staff development (pre-service or basic teacher preparation), and (2) short term planning of on-going in-service teacher training activities.

When planning teacher preparation courses or pre-service training activities, priorities can be established according to teacher responses indicating what an ABE teacher should be able to do. Essentially, this involves consulting the priority order listings on pages 27 through 38, and selecting from among the highest priority items (i.e., those highest in the rank order) the particular content and focus of pre-service

training. The statements which fall into the top quartile of the listing (rank order 1 through 37.5) can easily provide the basis for the planning of teacher education courses or other pre-service training for prospective ABE teachers. Statements which are lower in this priority list should not be discounted, but must be taken into consideration in relation to others in the listing. Primary emphasis should be placed on developing teacher competencies in those areas which are described in the top 25% of the rank order listing. When this is accomplished, further planning may proceed to statements which are lower in the priority order listing.

The data provided by the Inventory can be especially helpful in planning ongoing and periodic in-service training activities for ABE teachers. Specific areas of need can be pinpointed by a careful and more detailed review of the priority order listing on pages 27 through 38. Basically, the combination of the priority order listing and the relative need for training in each of the 170 statements of competency yields one of four conclusions, as follows:

1. Training is urgently needed in areas of competence in which:
Teachers SHOULD be highly competent, and the Virgin Islands teachers ARE only slightly or moderately competent.
2. Training is not urgent, but must be planned in the near future
in areas of competence in which:
Teacher SHOULD be moderately competent and the Virgin Islands teachers ARE only slightly competent.

3. Training is not needed at this time but should be considered in future planning for areas of competence in which:

Teachers SHOULD be highly competent and the Virgin Islands teachers ARE highly competent; OR

Teachers SHOULD be moderately competent and Virgin Island teachers ARE either moderately or highly competent.

4. Training probably will not be needed for areas or competence in which:

Teachers SHOULD be only slightly competent and ARE either highly, moderately, or slightly competent.

The above conclusions involve quite a few if's, and's, and or's, but do provide the best interpretation of data supplied by the Virgin Islands teachers. Perhaps they can be made clearer with a few examples drawn from the listing on pages 27 through 38.

A statement which falls into the first category (training urgently needed) is the following:

"Summarize and review the main points of a lesson or demonstration."

It may be noted in the priority order listing that this statement is first (No. 1) in rank order, indicating that teachers should be highly competent in this area, and it also is preceded by an asterisk (*), indicating that the need for training is considered significant, since teachers who responded are only slightly or moderately competent in this area.

An example of a statement in the second category (training needed in the near future) is found on page 30:

"Relate classroom activities to the job experience of learners."

In this case, teachers should be moderately competent, since the statement ranked 52 out of 170 (below the top quartile), yet Virgin Island teachers

are only slightly competent in this area.

In some cases, even though a particular statement is considered of high priority in the rank order, the teachers who responded indicated that they are adequately or more than adequately competent in this area. These statements fall into the third category (training not needed now, but may be in the future). An example of a statement in this category is found on page 28.

"Communicate effectively with learners."

Although this statement is of high priority (No. 19 in the rank order), teachers who responded have apparently had more than adequate training in this area, as indicated by the symbol (#).

The fourth category comprises statements which describe competencies which are of relatively little importance for ABE teachers (i.e., low on the priority list). An example is found on page 36.

"Interpret the philosophic base and current issues of adult education in relation to the various aspects of American society."

This statement ranked quite low on the list (137.5 out of 170); so that, even though there is a significant gap (*) between teachers' actual competence and desired competence, it is still considered a very low training priority.

In what areas and to what degree is the "ideal" ABE teacher competent? Responses of ABE teachers in the Virgin Islands established a profile of the "ideal" teacher, on pages 27-30. The competencies which ABE teachers should have are listed in priority order, from the most necessary to the least.

In general, competencies in the Instructional Process category rank higher than other categories, with curriculum statements ranking second highest. Only a few statements regarding the ABE Learner or Scope and

Goal of Adult Education appear in the top quartile.

Evidently, ABE teachers in the Virgin Islands view the "ideal" teacher as being most competent in classroom teaching (instructional) activities. Selecting appropriate curriculum is next in importance. Relating to the adult learner is considered of far more importance than gaining basic knowledge of the scope and goal of adult education.

It is interesting to note that the high priority statements about the process of instruction are also concerned with the adult learner and how he is involved in the process. Maintaining student interest, adjusting rate of instruction to students' rate of progress, and providing a comfortable learning environment are all instructional behaviors -- but they pertain to the learner, more than to the teacher's interests.

High priority statements which refer to the ABE teacher's competence in curricular areas are particularly focused on reading. Almost without exception, statements describing other areas of the curriculum (math, government and current events, etc.) appear only below the mean. In fact, two of the very lowest priority statements (162 and 170) suggest that consumer education and ecology be incorporated into the ABE curriculum.

Competencies regarding the ABE Learner are of less priority than the first two categories. Less than half of the statements about the learner appear above the mean. Those which do, generally describe competence in identifying potential talents, interests and aspirations of learners, and establishing a mutual basis for respect between teacher and learner. Lower priority statements concern social characteristics of the learner, or how he/she relates to, and is affected by, the world in which he/she lives.

Of the few statements in the Adult Education category which rank above the mean, those of highest priority are related to the learner and instruc-

tional process: recognize growth potential, try new instructional approaches, differentiate between teaching children and teaching adults, etc. Lower priority statements include: apply pertinent research, use services of local ABE advisory committees, identify recent developments and current issues in adult education. Some of the lowest priority statements (147.5-164) fall in this category.

In what areas and to what degree are ABE teachers in the Virgin Islands competent? A listing which comprises Appendix III provides a composite description of the ABE teacher in the Virgin Islands. Teachers are most competent in the activity listed as No. 1 in rank order; they are least competent in the activity which is ranked 170.

The highest level of competence is perceived to be in the Instructional Process category. This group of ABE teachers is most competent in the classroom, in an instructional setting. Through previous training and experience, they have acquired the specific competencies which appear highest on the list. These competencies describe fairly standard instructional procedures, and reflect the teachers' background in elementary and public school instruction: making daily lesson plans, using appropriate materials for instruction in reading and math, keeping records on students, maintaining discipline and a clean, orderly classroom.

Generally, it is not until below the mean that competencies appear which emphasize relating instructional process to the adult learner, trying new strategies, using informal tests, and planning instruction which assists the learner to function in a job and in the community.

Teachers' competence in curricular areas ranges from fairly high to low. The specific statement "select curriculum which will develop word attack skills" is high on the list, consistent with instructional competence in

teaching reading. The two next highest competencies basically state the teacher's familiarity with the curricular content of the specific subject areas he/she teaches. Curriculum in reading and math are next in priority, as well as the ability to differentiate between curriculum and instruction. Incorporating other content areas into the curriculum (consumer education, government, current events, ecology) are nearly at the bottom of this list, suggesting that this group of teachers is not very competent in those areas.

The teachers who responded to the Inventory perceive that they are least competent in areas related to the scope and goal of adult education and the ABE learner. The specific statement "differentiate between teaching children and teaching adults" is fairly high on the list, as is "recognize the potentiality for growth in learners." Other than that, statements in these two categories appear mostly below the top quartile and even below the mean. Specific competencies can be identified by a thorough review of the list in Appendix III.

How does the competence of ABE teachers in the Virgin Islands measure up to their perception of the "ideal" (competent) ABE teacher? The reader is again referred to the listing on pages 27-38. The purpose of this listing is to compare and relate the actual competence of ABE teachers in the Virgin Islands to the "competent" ABE teacher. Specific training needs can be identified by selecting competency statements which are ranked highest in priority and also indicate a significant (*) or secondary (+) need for training.

In conclusion, the researcher feels that the data supplied by ABE teachers in the Virgin Islands can provide valid and specific guidelines for the planning of staff development activities in ABE. For the first time, perhaps, planning can be based on the results of an actual assessment

of need, rather than a "guess-timate". Thus, all training efforts can be right on target, fulfilling high priority teacher needs, without wasting either teachers' or teacher trainers' time and energy.

RECOMMENDATIONS

Recommendations based on the data as reported will be directed specifically to planners of staff development activities in the Virgin Islands, on the state or local level and at colleges and universities concerned with teacher preparation in adult education. Recommendations will be made in four general categories:

Pre-service training, teacher preparation

1. In planning teacher preparation courses at the college level, the priorities for teacher competency established by ABE teachers in the Virgin Islands (beginning on p.27) should be considered. The statements of competency which rank in the top quartile, or even above the mean, can become the basis for teacher preparation courses specifically designed for ABE teachers.
2. Because the competency statements are more specific than general goals or even course titles (i.e., "Understanding the Adult Learner"), they lend themselves to innovation in the format of teacher education courses. Rather than planning new courses in a traditional manner, competency-based instruction might be introduced. Course planners may set certain objectives for a course, and encourage students (prospective teachers) to pursue various ways of reaching the objectives and gaining course credit.
3. Pre-service training workshops ("mini-courses") should be designed especially for newly hired teachers, who would be required to attend them as a condition of employment. This would ensure some initial training in adult basic education, so that new teachers have a common understanding of goals and objectives, as well as a basis for relating to the adult learner.

In-service Training

1. More frequent training opportunities must be provided to teachers, so that all could respond that they had participated in an ABE training function at least "during the past six months". This is especially necessary when one considers the established pattern or rapid teacher turnover in ABE.

2. The most urgent training needs for this group of teachers can be identified by consulting the listing beginning on page 27. In-service training should focus on those competencies which are highest in rank order and are also noted by the symbol (*). Subsequent in-service training should also be planned to deal with the competencies for which a secondary training need is noted (+).
3. Teachers should be consulted regarding the format and scheduling of in-service training activities. Even if they need the content presented in an in-service session, it may be impossible or very difficult for them to attend at certain times of the day, week, or month.
4. Because the competency statements are rather specific, they lend themselves to innovation in the format of in-service training. Rather than planning traditional conferences or workshops, competency-based instruction may be introduced. Once specific objectives are determined, teachers may be encouraged to meet them in any number of alternate ways -- perhaps by visiting with and/or observing a more experienced teacher, by reading written materials and discussing them with others, by using audio and visual resources which may be available. These options should be presented to teachers when training is planned.
5. Whenever feasible (i.e., when content and format are compatible), it may be helpful to plan joint training sessions for teachers in the adult basic education and high school diploma programs. Since they do have some areas of common interest and need, their varied backgrounds can contribute much to the learning experience.

Teacher Certification in Adult Basic Education

1. Competencies which are needed by an ABE teacher in the Virgin Islands have been put into priority order by the teachers who are currently teaching ABE. The purpose of certifying a teacher is, of course, to provide the teacher with a credential signifying that he/she is competent to teach students at a designated level and in designated content areas. Although certification has traditionally been based on the completion of specific university courses and practicum experience, the data reported in this study provide a more reasonable and justifiable basis for granting teacher certification. A competent ABE teacher is one who possesses the knowledge, skills and attitudes considered of highest priority by already competent teachers. If certification is to be granted a "competent" teacher, the criteria for "competency" must be determined. The basis for such criteria has been presented in this study.

2. A further step necessary to establishing criteria for teacher certification is to present teachers with alternate ways of acquiring competence. It is not enough to say to a teacher, "You will be certified upon the demonstration of this set of competencies," if a stipulation is, "You will acquire these competencies by attending this required set of courses." Some options for learning activities under a competency-based program have already been suggested in earlier recommendations. Others can be developed as appropriate for ABE in the Virgin Islands.

Ongoing and periodic assessment of training needs

1. The study reported herein should not be considered a final study. It reports data provided by a specific group of teachers employed in ABE at this time. Since teachers do come and go rather rapidly in ABE, and since many are part-time and may have to leave to devote full-time to other responsibilities, it will be necessary to gather similar data from a new group of teachers in the near future. This may be the first time, however, that the collection and interpretation of data can be done in a consistent manner, providing a standard by which to measure change from time to time. To measure change within this specific group of teachers, the Inventory can be administered to the same individuals after a period of training. It can also be administered to newly hired teachers, to determine their specific training needs.
2. The Inventory can be administered to selected groups of teachers for specific purposes. Future studies may compare experienced teachers with inexperienced teachers, to gain an insight into how experience affects a teacher's competence. If someone other than teachers is responsible for the planning of teacher training activities (staff development personnel, program administrators, professors), the Inventory should be administered to that person (those persons), to determine how closely their perceptions compare with those of teachers.

Teacher training in Adult Basic Education, as stated earlier, has traditionally been planned by "teacher trainers", state staff development personnel, local program administrators and/or "adult educators" at colleges and universities. These are considered to be the people

who "know", those who have a broad view of the field.

In this study, another contingency has been consulted - the teachers who have been and will be directly affected by staff development planning. Their opinion is valuable; they bring to the situation a viewpoint based on day-to-day experience with adults in the classroom, to supplement the broad view of other planners. Neither view is of greater value than the other; nor is a single point of view sufficient to provide the sole basis for planning training activities.

One of the most often heard objectives in adult education is to involve the adult learner in the process of planning his/her own learning activities. The process of data collection and interpretation employed in this study and reported herein provides a useful and usable tool for this purpose. When the tool is put to use, it will contribute to the building of a solid foundation for the development of competent teachers in adult basic education.

DEMOGRAPHIC DATA

Computer Space

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1. State _____
2. Location of ABE Program (city) _____
3. What is your current position in ABE? (check one)
- (1) _____ ABE teacher, part-time (less than 20 hrs. per week)
 - (2) _____ ABE teacher, full-time (more than 20 hrs. per week)
 - (3) _____ ABE administrator, part-time (less than 20 hrs. per week)
 - (4) _____ ABE administrator, full-time (more than 20 hrs. per week)
 - (5) _____ Primarily ABE teacher, part-time ABE administrator
 - (6) _____ Primarily ABE administrator, part-time ABE teacher
4. If teacher/administrator part-time in ABE, what is full time commitment:
- (1) _____ No full-time employment
 - (2) _____ Teaching-elementary (K-6)
 - (3) _____ Teaching-secondary (7-12)
 - (4) _____ Teaching-college, university
 - (5) _____ Counseling, guidance
 - (6) _____ Elementary school administrator
 - (7) _____ Secondary school administrator
 - (8) _____ Housewife
 - (9) _____ Other (specify) _____

5. Sex:

- (1) _____ Female
- (2) _____ Male

6. Age:

- (1) _____ Under 25
- (2) _____ 25-34
- (3) _____ 35-44
- (4) _____ 45-54
- (5) _____ 55-65
- (6) _____ Over 65

Today's date

7. What type of classes do you teach? (check one)

- (1) ☐ ABE, 8th grade equivalency (only)
- (2) ☐ English as a Second Language (only)
- (3) ☐ ABE and ESL
- (4) ☐ Adult high school, high school completion
- (5) ☐ GED, high school equivalency
- (6) ☐ ABE and GED
- (7) ☐ Other (specify) _____

8. Years of experience in ABE:

- (1) ☐ Less than 1 year
- (2) ☐ 1 year
- (3) ☐ 2 years
- (4) ☐ 3 years
- (5) ☐ 4 years
- (6) ☐ 5 years
- (7) ☐ More than 5 years

9. What type of certificate do you hold?
(check major area only)

- (1) ☐ elementary
- (2) ☐ secondary
- (3) ☐ learning disabilities
- (4) ☐ special education
- (5) ☐ speech therapist
- (6) ☐ counseling and guidance

10. Most recent attendance at
an ABE training function:

- (1) ☐ during past six months
- (2) ☐ 6 months to one year ago
- (3) ☐ more than one year ago
- (4) ☐ have never attended an ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11) ☐ lecture, conference (one day or less)
- (12) ☐ workshop (2-5 days)
- (13) ☐ institute (5 days or more)
- (14) ☐ college credit course
- (15) ☐ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

Example

To what degree SHOULD an ABE teacher be able to:

- organize and schedule individual learning activities

No

Complete

0 1 2 3 4 **5** 6 7

In the above example, "5" is circled, indicating that the person who responded rates this ability high on the scale, yet does not feel that complete competence is needed.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

	No	Complete
To what degree SHOULD an ABE teacher be able to:		
	(circle only one)	
1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English.	0 1 2 3 4 5 6 7	
2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum.	0 1 2 3 4 5 6 7	
3. try novel and unique strategies in broadening horizons of learners.	0 1 2 3 4 5 6 7	
4. use the community development approach.	0 1 2 3 4 5 6 7	
5. explain what is individually prescribed instruction.	0 1 2 3 4 5 6 7	
6. prepare new teachers for innovative and changing programs.	0 1 2 3 4 5 6 7	
7. select materials and activities which promote learning about health and nutrition.	0 1 2 3 4 5 6 7	
8. adjust teaching to accommodate individual and group characteristics.	0 1 2 3 4 5 6 7	
9. assess anxieties about learning that are specific to identifiable groups of learners.	0 1 2 3 4 5 6 7	
10. determine reasons for low self-concept of learners.	0 1 2 3 4 5 6 7	
11. select curriculum which will aid the learners in developing an interest in reading.	0 1 2 3 4 5 6 7	
12. assess the effects of discrimination on the learners.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	<u>2</u>	Complete
13. select curriculum according to appropriate sequence, continuity and integration.	0 1 2 3 4 5 6 7	
14. establish a basis for mutual respect with learners.	0 1 2 3 4 5 6 7	
15. assist learners who desire to assume new roles in society.	0 1 2 3 4 5 6 7	
16. apply criteria for the selection and evaluation of instructional materials.	0 1 2 3 4 5 6 7	
17. arrange and conduct field trips.	0 1 2 3 4 5 6 7	
18. construct informal reading inventories.	0 1 2 3 4 5 6 7	
19. collect information on the learners' physical, mental and social development.	0 1 2 3 4 5 6 7	
20. recognize action words appropriate to a given behavior.	0 1 2 3 4 5 6 7	
21. incorporate ecology into the curriculum.	0 1 2 3 4 5 6 7	
22. use appropriate methods and materials for teaching mathematics.	0 1 2 3 4 5 6 7	
23. evaluate instructional objectives.	0 1 2 3 4 5 6 7	
24. apply basic principles of group dynamics and leadership techniques.	0 1 2 3 4 5 6 7	
25. differentiate between goals and objectives.	0 1 2 3 4 5 6 7	
26. collect information on the cultural and social forces that influence the learners.	0 1 2 3 4 5 6 7	
27. determine the modality(ies) by which individuals learn most effectively.	0 1 2 3 4 5 6 7	
28. design an instructional plan based on results of diagnostic tests.	0 1 2 3 4 5 6 7	
29. guide and counsel learners.	0 1 2 3 4 5 6 7	
30. describe the relationship of adult basic education to adult education.	0 1 2 3 4 5 6 7	
31. identify the major topics and concepts of each subject he/she teaches.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	No	Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0 1 2 3 4 5 6 7	
33. interpret informal reading inventories.	0 1 2 3 4 5 6 7	
34. interpret informal math inventories.	0 1 2 3 4 5 6 7	
35. write objectives in behavioral terms.	0 1 2 3 4 5 6 7	
36. make daily lesson plans.	0 1 2 3 4 5 6 7	
37. use appropriate materials and methods for specified reading deficiencies.	0 1 2 3 4 5 6 7	
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0 1 2 3 4 5 6 7	
39. arrange flexible grouping for learning.	0 1 2 3 4 5 6 7	
40. select materials and activities which develop study patterns.	0 1 2 3 4 5 6 7	
41. design activities to develop problem solving abilities within learners.	0 1 2 3 4 5 6 7	
42. use a system to keep records of learners' progress.	0 1 2 3 4 5 6 7	
43. use appropriate methods and materials for teaching language arts.	0 1 2 3 4 5 6 7	
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0 1 2 3 4 5 6 7	
45. maintain a clean, orderly classroom.	0 1 2 3 4 5 6 7	
46. use humor in the classroom.	0 1 2 3 4 5 6 7	
47. participate in the process of program evaluation.	0 1 2 3 4 5 6 7	
48. apply knowledge of materials and procedures gained from other teachers.	0 1 2 3 4 5 6 7	
49. provide practical activities for learners which reinforce classroom instruction.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

50. select curriculum which emphasizes noteworthy current events.	0	1	2	3	4	5	6	7
51. select curriculum which provides for the development of liberal education for the learners	0	1	2	3	4	5	6	7
52. select curriculum which integrates reading comprehension* and vocabulary development with each content area.	0	1	2	3	4	5	6	7
53. identify major causes of the literacy problem in the United States.	0	1	2	3	4	5	6	7
54. use instructional materials which are congruent with specific curricular goals.	0	1	2	3	4	5	6	7
55. communicate effectively with learners.	0	1	2	3	4	5	6	7
56. develop effective working relationships with learners.	0	1	2	3	4	5	6	7
57. list the major causes of reading difficulties in adult learners.	0	1	2	3	4	5	6	7
58. relate the democratic process to everyday lives of learners.	0	1	2	3	4	5	6	7
59. gather information on the economically disadvantaged in various ethnic groups.	0	1	2	3	4	5	6	7
60. interpret the social structure and characteristics of the community.	0	1	2	3	4	5	6	7
61. adjust instruction to provide for the social, psychological and physiological effects of aging.	0	1	2	3	4	5	6	7
62. give examples of concepts and principles.	0	1	2	3	4	5	6	7
63. identify the learners' interests and level of aspiration.	0	1	2	3	4	5	6	7
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.	0	1	2	3	4	5	6	7
65. write instructional materials.	0	1	2	3	4	5	6	7
66. function in a team teaching situation.	0	1	2	3	4	5	6	7

To what degree SHOULD an ABE teacher be able to:

	0	1	2	3	4	5	6	7	Complete
67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	0	1	2	3	4	5	6	7	
68. analyze reasons for learners' participating in educational programs.	0	1	2	3	4	5	6	7	
69. recognize the similarities and differences between general and vocational education.	0	1	2	3	4	5	6	7	
70. adjust program to respond to the changing needs of learners.	0	1	2	3	4	5	6	7	
71. identify new developments, recent recommendations and current issues in adult education.	0	1	2	3	4	5	6	7	
72. coordinate and supervise classroom activities.	0	1	2	3	4	5	6	7	
73. identify similarities and differences between two or more educational philosophies.	0	1	2	3	4	5	6	7	
74. select mathematic concepts according to logical order.	0	1	2	3	4	5	6	7	
75. apply concepts of liberal education to adult basic education.	0	1	2	3	4	5	6	7	
76. select curriculum which develops study patterns.	0	1	2	3	4	5	6	7	
77. diagnose learners' basic reading skills.	0	1	2	3	4	5	6	7	
78. interpret and use the results of standardized achievement tests.	0	1	2	3	4	5	6	7	
79. select curriculum which will develop word attack skills.	0	1	2	3	4	5	6	7	
80. use knowledge of adult developmental characteristics to select curriculum.	0	1	2	3	4	5	6	7	
81. apply theory to the process of program development.	0	1	2	3	4	5	6	7	
82. select curriculum which will develop all levels of reading comprehension.	0	1	2	3	4	5	6	7	
83. maintain current information concerning commercial instructional materials.	0	1	2	3	4	5	6	7	

To what degree SHOULD an ABE teacher be able to:

84. apply generalizations to specific situations.

No

Complete

0 1 2 3 4 5 6 7

85. select curriculum which will develop oral language skills.

0 1 2 3 4 5 6 7

IMPORTANT: You are now going to be asked to indicate the degree of competence you HAVE.

To what degree are YOU able to:

	No	Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7	
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7	
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7	
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7	
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7	
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7	
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7	
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7	
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7	
95. plan independent study with learners.	0 1 2 3 4 5 6 7	
96. maintain discipline in the classroom.	0 1 2 3 4 5 6 7	
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7	
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7	
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7	
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7	
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7	
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7	
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

	No	Complete
104. interpret national, state and local objectives of adult basic education.	0 1 2 3 4 5 6 7	
105. administer informal math inventories.	0 1 2 3 4 5 6 7	
106. operate a learning laboratory.	0 1 2 3 4 5 6 7	
107. identify causes of discrimination.	0 1 2 3 4 5 6 7	
108. use information from professional journals, organizations and associations.	0 1 2 3 4 5 6 7	
109. gather information concerning psychological problems of the learners.	0 1 2 3 4 5 6 7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0 1 2 3 4 5 6 7	
111. identify and analyze terminal behaviors.	0 1 2 3 4 5 6 7	
112. construct audio-visual materials.	0 1 2 3 4 5 6 7	
113. interpret the adult basic education program to other teachers and the community.	0 1 2 3 4 5 6 7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0 1 2 3 4 5 6 7	
115. interpret social characteristics of learners.	0 1 2 3 4 5 6 7	
116. provide continuous feedback to learners on their educational progress.	0 1 2 3 4 5 6 7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0 1 2 3 4 5 6 7	
118. develop a climate that will encourage learners to participate.	0 1 2 3 4 5 6 7	
119. select materials and activities which promote learning about ecology.	0 1 2 3 4 5 6 7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0 1 2 3 4 5 6 7	

To what degree are YOU able to:

2

Complete

- | | |
|---|-----------------|
| 121. apply principles of attitude and behavior change in the instructional process. | 0 1 2 3 4 5 6 7 |
| 122. develop generalizations supported by facts. | 0 1 2 3 4 5 6 7 |
| 123. use the services of state and local agencies responsible for adult basic education. | 0 1 2 3 4 5 6 7 |
| 124. demonstrate commitment to lifelong learning by participating in continuing education activities. | 0 1 2 3 4 5 6 7 |
| 125. apply pertinent research. | 0 1 2 3 4 5 6 7 |
| 126. plan instructional activities which bring resources of the community to bear on needs of learners. | 0 1 2 3 4 5 6 7 |
| 127. use techniques to facilitate recall. | 0 1 2 3 4 5 6 7 |
| 128. administer standardized tests. | 0 1 2 3 4 5 6 7 |
| 129. choose tests that yield necessary data on learners. | 0 1 2 3 4 5 6 7 |
| 130. recruit the learners. | 0 1 2 3 4 5 6 7 |
| 131. relate knowledge of economic and labor market information to the vocational interests of learners. | 0 1 2 3 4 5 6 7 |
| 132. select curriculum which will promote development of the learners' reading vocabulary. | 0 1 2 3 4 5 6 7 |
| 133. select instructional materials which relate to the background of learners. | 0 1 2 3 4 5 6 7 |
| 134. recognize the value system of learners to be appropriate for the environment in which they live. | 0 1 2 3 4 5 6 7 |
| 135. use programmed and self-directed instructional materials. | 0 1 2 3 4 5 6 7 |
| 136. use techniques of public relations. | 0 1 2 3 4 5 6 7 |
| 137. incorporate health and nutrition objectives into the curriculum. | 0 1 2 3 4 5 6 7 |
| 138. use behaviorally stated objectives. | 0 1 2 3 4 5 6 7 |
| 139. use mass media for educational purposes. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

140. apply synthetic and analytic word learning methods as determined by diagnosis.
141. place learners at their instructional level.
142. incorporate practical government into the curriculum.
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.
144. select materials and activities which promote learning about practical government.
145. apply basic principles of adult learning to instructional situations.
146. summarize and review the main points of a lesson or demonstration.
147. administer interest inventories.
148. adapt instructional activities for the physically handicapped.
149. operate duplicating equipment and instructional hardware.
150. determine those principles of learning which apply to adults.
151. select reading curriculum according to logical order.
152. relate instructional content to the life of learners.
153. select those components of a subject area which are essential to learners.
154. use the language experience approach to teach reading.
155. include concepts of modern math when selecting curriculum.
156. administer informal reading inventories.

No

Complete

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

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0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

To what degree are YOU able to:

- | | No | Complete |
|---|-----------------|----------|
| 157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society. | 0 1 2 3 4 5 6 7 | |
| 158. recognize the historic and contemporary approaches to literacy. | 0 1 2 3 4 5 6 7 | |
| 159. participate in the process of evaluating one's own teaching effectiveness. | 0 1 2 3 4 5 6 7 | |
| 160. identify the major functions of community agencies which serve the social, educational and training needs of learners. | 0 1 2 3 4 5 6 7 | |
| 161. describe the learning characteristics of the adult. | 0 1 2 3 4 5 6 7 | |
| 162. construct informal tests and measurement techniques to evaluate learners' achievements. | 0 1 2 3 4 5 6 7 | |
| 163. use the services of local adult basic education advisory committees. | 0 1 2 3 4 5 6 7 | |
| 164. identify potential talents of learners. | 0 1 2 3 4 5 6 7 | |
| 165. select materials and activities which promote the learners' liberal education. | 0 1 2 3 4 5 6 7 | |
| 166. recognize the nature and intent of adult basic education legislation including financing. | 0 1 2 3 4 5 6 7 | |
| 167. determine modes and rates of instruction through diagnosis. | 0 1 2 3 4 5 6 7 | |
| 168. involve learners in the process of formulating instructional objectives. | 0 1 2 3 4 5 6 7 | |
| 169. relate classroom activities to the job experiences of learners. | 0 1 2 3 4 5 6 7 | |
| 170. recognize the potentiality for growth in learners. | 0 1 2 3 4 5 6 7 | |

Please identify any other abilities which you feel should be included:

1. _____
2. _____

DEMOGRAPHIC DATA

Computer Space

___ / ___ / ___

1. State _____

2. Location of ABE Program (city) _____

3. What is your current position in ABE? (check one)

- (1) ___ ABE teacher, part-time (less than 20 hrs. per week)
 (2) ___ ABE teacher, full-time (more than 20 hrs. per week)
 (3) ___ ABE administrator, part-time (less than 20 hrs. per week)
 (4) ___ ABE administrator, full-time (more than 20 hrs. per week)
 (5) ___ Primarily ABE teacher, part-time ABE administrator
 (6) ___ Primarily ABE administrator, part-time ABE teacher

4. If teacher/administrator part-time
in ABE, what is full-time commitment:

- (1) ___ No full-time employment
 (2) ___ Teaching-elementary (K-6)
 (3) ___ Teaching-secondary (7-12)
 (4) ___ Teaching-college, university
 (5) ___ Counseling, guidance
 (6) ___ Elementary school administrator
 (7) ___ Secondary school administrator
 (8) ___ Housewife
 (9) ___ Other (specify)

5. Sex:

- (1) ___ Female
 (2) ___ Male

6. Age:

- (1) ___ Under 25
 (2) ___ 25-34
 (3) ___ 35-44
 (4) ___ 45-54
 (5) ___ 55-65
 (6) ___ Over 65

Today's date _____

7. What type of classes do you teach? (check one)

- (1) ☐ ABE, 8th grade equivalency (only)
- (2) ☐ English as a Second Language (only)
- (3) ☐ ABE and ESL
- (4) ☐ Adult high school, high school completion
- (5) ☐ GED, high school equivalency
- (6) ☐ ABE and GED
- (7) ☐ Other (specify) _____

8. Years of experience in ABE:

- (1) ☐ Less than 1 year
- (2) ☐ 1 year
- (3) ☐ 2 years
- (4) ☐ 3 years
- (5) ☐ 4 years
- (6) ☐ 5 years
- (7) ☐ More than 5 years

9. What type of certificate do you hold?
(check major area only)

- (1) ☐ elementary
- (2) ☐ secondary
- (3) ☐ learning disabilities
- (4) ☐ special education
- (5) ☐ speech therapist
- (6) ☐ counseling and guidance

10. Most recent attendance at
an ABE training function:

- (1) ☐ during past six months
- (2) ☐ 6 months to one year ago
- (3) ☐ more than one year ago
- (4) ☐ have never attended an
ABE training function

11. Type of ABE training functions you have attended (may check more than one):

- (11) ☐ lecture, conference (one day or less)
- (12) ☐ workshop (2-5 days)
- (13) ☐ institute (5 days or more)
- (14) ☐ college credit course
- (15) ☐ other (specify) _____

PURPOSE

The purpose of this Inventory is twofold: 1) to determine what an ABE teacher should be able to do and 2) to determine the degree of competence which ABE teachers have.

DIRECTIONS

On the following pages are statements of abilities which may be needed by ABE teachers. FOR ITEMS 1-85, INDICATE THE DEGREE OF COMPETENCE YOU FEEL YOU HAVE NOW. FOR ITEMS 86-170, INDICATE THE DEGREE OF COMPETENCE YOU FEEL AN ABE TEACHER SHOULD HAVE.

Your response will be marked on a scale following each statement, as illustrated in the example below. On the scale, circle the **single** number which comes closest to your perception. "0" indicates **no** competence, and "7" indicates **complete** competence.

Example

To what degree are YOU able to:

- organize and schedule individual learning activities

No Complete
0 1 2 3 4 (5) 6 7

In the above example, "5" is circled, indicating that the person who responded rates his/her ability high on the scale, yet does not feel he/she has complete competence.

IMPORTANT:

- Please respond to all statements.
- There are no right or wrong responses.
- Don't forget to look at the question at the top of the page. Statements 1-85 ask a different question than statements 86-170.

ADULT BASIC EDUCATION TEACHER COMPETENCY INVENTORY

To what degree are YOU able to

1. use learners' oral language facility, including dialect, as the basis for developing skills in standard English.
2. include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum.
3. try novel and unique strategies in broadening horizons of learners.
4. use the community development approach.
5. explain what is individually prescribed instruction.
6. prepare new teachers for innovative and changing programs.
7. select materials and activities which promote learning about health and nutrition.
8. adjust teaching to accommodate individual and group characteristics.
9. assess anxieties about learning that are specific to identifiable groups of learners.
10. determine reasons for low self-concept of learners.
11. select curriculum which will aid the learners in developing an interest in reading.
12. assess the effects of discrimination on the learners.

No

Complete

(circle only one)

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

To what degree are YOU able to

0

- | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|--|---|---|---|---|---|---|---|---|
| 13. select curriculum according to appropriate sequence, continuity and integration. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. establish a basis for mutual respect with learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. assist learners who desire to assume new roles in society. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. apply criteria for the selection and evaluation of instructional materials | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. arrange and conduct field trips. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. construct informal reading inventories. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. collect information on the learners' physical, mental and social development. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. recognize action words appropriate to a given behavior. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 21. incorporate ecology into the curriculum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. use appropriate methods and materials for teaching mathematics. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. evaluate instructional objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. apply basic principles of group dynamics and leadership techniques. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. differentiate between goals and objectives. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. collect information on the cultural and social forces that influence the learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. determine the modality(ies) by which individuals learn most effectively. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. design an instructional plan based on results of diagnostic tests. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 29. guide and counsel learners. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 30. describe the relationship of adult basic education to adult education. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 31. identify the major topics and concepts of each subject he/she teaches. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

To what degree are YOU able to:

	No	Complete
32. select objectives from each of the domains (cognitive, psychomotor and affective).	0 1 2 3 4 5 6 7	
33. interpret informal reading inventories.	0 1 2 3 4 5 6 7	
34. interpret informal math inventories.	0 1 2 3 4 5 6 7	
35. write objectives in behavioral terms.	0 1 2 3 4 5 6 7	
36. make daily lesson plans.	0 1 2 3 4 5 6 7	
37. use appropriate materials and methods for specified reading deficiencies.	0 1 2 3 4 5 6 7	
38. construct profiles which reflect learners' attainment, potential and expectations in reading.	0 1 2 3 4 5 6 7	
39. arrange flexible grouping for learning.	0 1 2 3 4 5 6 7	
40. select materials and activities which develop study patterns.	0 1 2 3 4 5 6 7	
41. design activities to develop problem solving abilities within learners.	0 1 2 3 4 5 6 7	
42. use a system to keep records of learners' progress.	0 1 2 3 4 5 6 7	
43. use appropriate methods and materials for teaching language arts.	0 1 2 3 4 5 6 7	
44. recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.	0 1 2 3 4 5 6 7	
45. maintain a clean, orderly classroom.	0 1 2 3 4 5 6 7	
46. use humor in the classroom.	0 1 2 3 4 5 6 7	
47. participate in the process of program evaluation.	0 1 2 3 4 5 6 7	
48. apply knowledge of materials and procedures gained from other teachers.	0 1 2 3 4 5 6 7	
49. provide practical activities for learners which reinforce classroom instruction.	0 1 2 3 4 5 6 7	

To what degree are YOU able to.

0 1 2 3 4 5 6 7
Complete

50. select curriculum which emphasizes noteworthy current events. 0 1 2 3 4 5 6 7
51. select curriculum which provides for the development of liberal education for the learners. 0 1 2 3 4 5 6 7
52. select curriculum which integrates reading comprehension and vocabulary development with each content area. 0 1 2 3 4 5 6 7
53. identify major causes of the literacy problem in the United States. 0 1 2 3 4 5 6 7
54. use instructional materials which are congruent with specific curricular goals. 0 1 2 3 4 5 6 7
55. communicate effectively with learners. 0 1 2 3 4 5 6 7
56. develop effective working relationships with learners. 0 1 2 3 4 5 6 7
57. list the major causes of reading difficulties in adult learners. 0 1 2 3 4 5 6 7
58. relate the democratic process to everyday lives of learners. 0 1 2 3 4 5 6 7
59. gather information on the economically disadvantaged in various ethnic groups. 0 1 2 3 4 5 6 7
60. interpret the social structure and characteristics of the community. 0 1 2 3 4 5 6 7
61. adjust instruction to provide for the social, psychological and physiological effects of aging. 0 1 2 3 4 5 6 7
62. give examples of concepts and principles. 0 1 2 3 4 5 6 7
63. identify the learners' interests and level of aspiration. 0 1 2 3 4 5 6 7
64. demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. 0 1 2 3 4 5 6 7
65. write instructional materials. 0 1 2 3 4 5 6 7
66. function in a team teaching situation. 0 1 2 3 4 5 6 7

To what degree are YOU able to

0

Complete

- | | |
|--|-----------------|
| 67. differentiate between curriculum and instruction when selecting curriculum and developing instructional plans. | 0 1 2 3 4 5 6 7 |
| 68. analyze reasons for learners' participating in educational programs. | 0 1 2 3 4 5 6 7 |
| 69. recognize the similarities and differences between general and vocational education. | 0 1 2 3 4 5 6 7 |
| 70. adjust program to respond to the changing needs of learners. | 0 1 2 3 4 5 6 7 |
| 71. identify new developments, recent recommendations and current issues in adult education. | 0 1 2 3 4 5 6 7 |
| 72. coordinate and supervise classroom activities. | 0 1 2 3 4 5 6 7 |
| 73. identify similarities and differences between two or more educational philosophies. | 0 1 2 3 4 5 6 7 |
| 74. select mathematic concepts according to logical order. | 0 1 2 3 4 5 6 7 |
| 75. apply concepts of liberal education to adult basic education. | 0 1 2 3 4 5 6 7 |
| 76. select curriculum which develop study patterns. | 0 1 2 3 4 5 6 7 |
| 77. diagnose learners' basic reading skills. | 0 1 2 3 4 5 6 7 |
| 78. interpret and use the results of standardized achievement tests. | 0 1 2 3 4 5 6 7 |
| 79. select curriculum which will develop word attack skills. | 0 1 2 3 4 5 6 7 |
| 80. use knowledge of adult developmental characteristics to select curriculum. | 0 1 2 3 4 5 6 7 |
| 81. apply theory to the process of program development. | 0 1 2 3 4 5 6 7 |
| 82. select curriculum which will develop all levels of reading comprehension. | 0 1 2 3 4 5 6 7 |
| 83. maintain current information concerning commercial instructional materials. | 0 1 2 3 4 5 6 7 |

To what degree are YOU able to:

No Complete

84. apply generalizations to specific situations.

0 1 2 3 4 5 6 7

85. select curriculum which will develop oral language skills.

0 1 2 3 4 5 6 7

IMPORTANT: You are now going to be asked to indicate the degree of competence which an ABE teacher SHOULD have.

To what degree SHOULD an ABE teacher be able to:

	No	Complete
86. use classrooms and other settings which provide for a comfortable learning environment.	0 1 2 3 4 5 6 7	
87. differentiate between teaching children and teaching adults.	0 1 2 3 4 5 6 7	
88. reinforce positive attitudes toward learning.	0 1 2 3 4 5 6 7	
89. adjust rate of instruction to the learners' rate of progress.	0 1 2 3 4 5 6 7	
90. use criterion-referenced evaluation instruments.	0 1 2 3 4 5 6 7	
91. aid the learner in obtaining employment or on-the-job training.	0 1 2 3 4 5 6 7	
92. select curriculum which will help learners control and adjust to change.	0 1 2 3 4 5 6 7	
93. diagnose learners' basic mathematical skills.	0 1 2 3 4 5 6 7	
94. refer learners to community agencies for specific social, educational and training needs.	0 1 2 3 4 5 6 7	
95. plan independent study with learners.	0 1 2 3 4 5 6 7	
96. maintain discipline in the classroom	0 1 2 3 4 5 6 7	
97. determine the difficulty, validity and reliability of teacher-made tests.	0 1 2 3 4 5 6 7	
98. select materials and activities which promote consumer education.	0 1 2 3 4 5 6 7	
99. design instructional strategies to develop all levels of comprehension within the cognitive domain.	0 1 2 3 4 5 6 7	
100. incorporate consumer education into the curriculum.	0 1 2 3 4 5 6 7	
101. maintain interest of students in classroom activities.	0 1 2 3 4 5 6 7	
102. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	0 1 2 3 4 5 6 7	
103. analyze the impact of prior educational experiences upon learners.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

	0	1	2	3	4	5	6	7	Complete
104. interpret national, state and local objectives of adult basic education.	0	1	2	3	4	5	6	7	
105. administer informal math inventories.	0	1	2	3	4	5	6	7	
106. operate a learning laboratory.	0	1	2	3	4	5	6	7	
107. identify causes of discrimination.	0	1	2	3	4	5	6	7	
108. use information from professional journals, organizations and associations.	0	1	2	3	4	5	6	7	
109. gather information concerning psychological problems of the learners.	0	1	2	3	4	5	6	7	
110. adjust the administration and interpretation of tests according to the behavioral characteristics of adults.	0	1	2	3	4	5	6	7	
111. identify and analyze terminal behaviors.	0	1	2	3	4	5	6	7	
112. construct audio-visual materials.	0	1	2	3	4	5	6	7	
113. interpret the adult basic education program to other teachers and the community.	0	1	2	3	4	5	6	7	
114. use appropriate methods and materials to remedy deficiencies in mathematics.	0	1	2	3	4	5	6	7	
115. interpret social characteristics of learners.	0	1	2	3	4	5	6	7	
116. provide continuous feedback to learners on their educational progress.	0	1	2	3	4	5	6	7	
117. devise instructional strategies that will develop within the learners a sense of confidence.	0	1	2	3	4	5	6	7	
118. develop a climate that will encourage learners to participate.	0	1	2	3	4	5	6	7	
119. select materials and activities which promote learning about ecology.	0	1	2	3	4	5	6	7	
120. integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.	0	1	2	3	4	5	6	7	

To what degree SHOULD an ABE teacher be able to:

	No	Complete
121. apply principles of attitude and behavior change in the instructional process.	0 1 2 3 4 5 6 7	
122. develop generalizations supported by facts.	0 1 2 3 4 5 6 7	
123. use the services of state and local agencies responsible for adult basic education.	0 1 2 3 4 5 6 7	
124. demonstrate commitment to lifelong learning by participating in continuing education activities.	0 1 2 3 4 5 6 7	
125. apply pertinent research.	0 1 2 3 4 5 6 7	
126. plan instructional activities which bring resources of the community to bear on needs of learners.	0 1 2 3 4 5 6 7	
127. use techniques to facilitate recall.	0 1 2 3 4 5 6 7	
128. administer standardized tests.	0 1 2 3 4 5 6 7	
129. choose tests that yield necessary data on learners.	0 1 2 3 4 5 6 7	
130. recruit the learners.	0 1 2 3 4 5 6 7	
131. relate knowledge of economic and labor market information to the vocational interests of learners.	0 1 2 3 4 5 6 7	
132. select curriculum which will promote development of the learners' reading vocabulary.	0 1 2 3 4 5 6 7	
133. select instructional materials which relate to the background of learners.	0 1 2 3 4 5 6 7	
134. recognize the value system of learners to be appropriate for the environment in which they live.	0 1 2 3 4 5 6 7	
135. use programmed and self-directed instructional materials.	0 1 2 3 4 5 6 7	
136. use techniques of public relations.	0 1 2 3 4 5 6 7	
137. incorporate health and nutrition objectives into the curriculum.	0 1 2 3 4 5 6 7	
138. use behaviorally stated objectives.	0 1 2 3 4 5 6 7	
139. use mass media for educational purposes.	0 1 2 3 4 5 6 7	

To what degree SHOULD an ABE teacher be able to:

140. apply synthetic and analytic word learning methods as determined by diagnosis.
141. place learners at their instructional level.
142. incorporate practical government into the curriculum.
143. use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.
144. select materials and activities which promote learning about practical government.
145. apply basic principles of adult learning to instructional situations.
146. summarize and review the main points of a lesson or demonstration.
147. administer interest inventories.
148. adapt instructional activities for the physically handicapped.
149. operate duplicating equipment and instructional hardware.
150. determine those principles of learning which apply to adults.
151. select reading curriculum according to logical order.
152. relate instructional content to the life of learners.
153. select those components of a subject area which are essential to learners.
154. use the language experience approach to teach reading.
155. include concepts of modern math when selecting curriculum.
156. administer informal reading inventories.

No Complete

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

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0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

0 1 2 3 4 5 6 7

To what degree SHOULD an ABE teacher be able to:

157. interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.

2 _____ Complete

0 1 2 3 4 5 6 7

158. recognize the historic and contemporary approaches to literacy.

0 1 2 3 4 5 6 7

159. participate in the process of evaluating one's own teaching effectiveness.

0 1 2 3 4 5 6 7

160. identify the major functions of community agencies which serve the social, educational and training needs of learners.

0 1 2 3 4 5 6 7

161. describe the learning characteristics of the adult.

0 1 2 3 4 5 6 7

162. construct informal tests and measurement techniques to evaluate learners' achievements.

0 1 2 3 4 5 6 7

163. use the services of local adult basic education advisory committees.

0 1 2 3 4 5 6 7

164. identify potential talents of learners.

0 1 2 3 4 5 6 7

165. select materials and activities which promote the learners' liberal education.

0 1 2 3 4 5 6 7

166. recognize the nature and intent of adult basic education legislation including financing.

0 1 2 3 4 5 6 7

167. determine modes and rates of instruction through diagnosis.

0 1 2 3 4 5 6 7

168. involve learners in the process of formulating instructional objectives.

0 1 2 3 4 5 6 7

169. relate classroom activities to the job experiences of learners.

0 1 2 3 4 5 6 7

170. recognize the potentiality for growth in learners.

0 1 2 3 4 5 6 7

Please identify any other abilities which you feel should be included:

1. _____

2. _____

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Appendix II

An ABE (HSD) teacher SHOULD be able to:
<p>develop a climate that will encourage learners to participate.</p> <p>differentiate between teaching children and teaching adults.</p> <p>reinforce positive attitudes toward learning.</p> <p>recognize the potentiality for growth in learners.</p> <p>devise instructional strategies that will develop within the learners a sense of confidence.</p> <p>coordinate and supervise classroom activities.</p> <p>maintain discipline in the classroom.</p> <p>maintain interest of students in classroom activities.</p> <p>develop effective working relationships with learners.</p> <p>use classrooms and other settings which provide for a comfortable learning environment.</p> <p>adjust rate of instruction to the learners' rate of progress.</p> <p>summarize and review the main points of a lesson or demonstration.</p> <p>analyze the impact of prior educational experiences upon learners.</p>

ABE (HSD) teachers who responded ARE able to:
<p>maintain a clean, orderly classroom.</p> <p>develop effective working relationships with learners.</p> <p>maintain discipline in the classroom.</p> <p>communicate effectively with learners.</p> <p>establish a basis for mutual respect with learners.</p> <p>make daily lesson plans.</p> <p>differentiate between teaching children and teaching adults.</p> <p>maintain interest of students in classroom activities.</p> <p>use humor in the classroom.</p> <p>reinforce positive attitudes toward learning.</p> <p>coordinate and supervise classroom activities.</p> <p>use classrooms and other settings which provide for a comfortable learning environment.</p> <p>adjust rate of instruction to the learners' rate of progress.</p> <p>develop a climate that will encourage learners to participate.</p>

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ABE (HSD) teacher SHOULD be able to:
plan independent study with learners. provide continuous feedback to learners on their educational progress. identify the major topics and concepts of each subject he/she teaches. participate in the process of program evaluation. determine the difficulty, validity and reliability of teacher-made tests. maintain a clear, orderly classroom. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. determine those principles of learning which apply to adults. participate in the process of evaluating one's own teaching effectiveness. identify potential talents of learners. adjust teaching to accommodate individual and group characteristics. plan instructional activities which bring resources of the community to bear on needs of learners. make daily lesson plans.

ABE (HSD) teachers who responded ARE able to:
demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom. identify the major topics and concepts of each subject he/she teaches. apply generalizations to specific situations. select those components of a subject area which are essential to learners. differentiate between goals and objectives. write instructional materials. determine the difficulty, validity and reliability of teacher-made tests. adjust teaching to accommodate individual and group characteristics. select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions. apply knowledge of materials and procedures gained from other teachers. operate duplicating equipment and instructional hardware. identify the learners' interests and level of aspiration.

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<p>An ABE (HSD) teacher SHOULD be able to:</p> <p>select curriculum which will promote development of the learners' reading vocabulary.</p> <p>select those components of a subject area which are essential to learners.</p> <p>relate classroom activities to the job experiences of learners.</p> <p>use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.</p> <p>select materials and activities which promote learning about practical government.</p> <p>use humor in the classroom.</p> <p>develop generalizations supported by facts.</p> <p>select curriculum which will help learners control and adjust to change.</p> <p>select instructional materials which relate to the background of the learners.</p> <p>apply basic principles of adult learning to instructional situations.</p> <p>provide practical activities for learners which reinforce classroom instruction.</p> <p>integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.</p>

<p>ABE (HSD) teachers who responded ARE able to:</p> <p>try novel and unique strategies in broadening horizons of learners.</p> <p>devise instructional strategies that will develop within the learners a sense of confidence.</p> <p>participate in the process of program evaluation.</p> <p>interpret the social structure and characteristics of the community.</p> <p>include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum.</p> <p>write objectives in behavioral terms.</p> <p>relate the democratic process to everyday lives of learners.</p> <p>recognize the similarities and differences between general and vocational education.</p> <p>adjust program to respond to the changing needs of the learner.</p> <p>determine reasons for low self-concept of learners.</p> <p>relate instructional content to the life of learners.</p> <p>provide practical activities for learners which reinforce classroom instruction.</p> <p>use information from professional journals, organizations and associations.</p>
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Are ABE (HSD) teacher SHOULD be able to:

recognize the value system of learners to be appropriate for the environment in which they live.

select reading curriculum according to logical order.

construct informal tests and measurement techniques to evaluate learners' achievements.

select materials and activities which promote the learners' liberal education.

evaluate instructional objectives.

use a system to keep records of learners' progress.

demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.

apply pertinent research.

select curriculum which will aid the learners in developing an interest in reading.

select curriculum according to appropriate sequence, continuity and integration.

communicate effectively with learners.

design instructional strategies to develop all levels of comprehension within the cognitive domain.

use techniques to facilitate recall.

Are (HSD) teachers who responded ARE able to:

construct informal tests and measurement techniques to evaluate learners' achievements.

explain what is individually prescribed instruction.

assess anxieties about learning that are specific to identifiable groups of learners.

identify similarities and differences between two or more educational philosophies.

apply concepts of liberal education to adult basic education.

demonstrate commitment to lifelong learning by participating in continuing education activities.

recognize the potentiality for growth in learners.

identify potential talents of learners.

give examples of concepts and principles.

analyze the impact of prior educational experiences upon learners.

use instructional materials which are congruent with specific curricular goals.

participate in the process of evaluating one's own teaching effectiveness.

select curriculum which emphasizes noteworthy current events.

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At least (HSD) teacher SHOULD be able to:
incorporate health and nutrition objectives into the curriculum.
establish a basis for mutual respect with learners.
use information from professional journals, organizations and associations.
use criterion-referenced evaluation instruments.
demonstrate commitment to lifelong learning by participating in continuing education activities.
incorporate practical government into the curriculum.
select materials and activities which promote consumer education.
place learners at their instructional level.
differentiate between goals and objectives.
select materials and activities which develop study patterns.
adjust program to respond to the changing needs of the learner.
describe the learning characteristics of the adult.
assist learners who desire to assume new roles in society.
apply knowledge of materials and procedures gained from other teachers.

ABE (HSD) teachers who responded ARE able to:
use behaviorally stated objectives.
collect information on the cultural and social forces that influence the learners.
describe the relationship of adult basic education to adult education.
use techniques of public relations.
summarize and review the main points of a lesson or demonstration.
identify the major functions of community agencies which service the social, educational and training needs of learners.
select curriculum according to appropriate sequence, continuity and integration.
assist learners who desire to assume new roles in society.
design activities to develop problem solving abilities within learners.
gather information on the economically disadvantaged in various ethnic groups.
use learners' oral language facility, including dialect, as the basis for developing skills in standard English.
use the community development approach.

An ABE (HSD) teacher SHOULD be able to:
choose tests that yield necessary data on learners.
use the services of local adult basic education advisory committees.
relate instructional content to the life of learners.
include the essential elements of the communication process (listening, speaking, reading, and writing) when selecting curriculum.
incorporate consumer education into the curriculum.
identify the learners' interests and level of aspiration.
select curriculum which develops study patterns.
try novel and unique strategies in broadening horizons of learners.
interpret national, state and local objectives of adult basic education.
identify causes of discrimination.
use appropriate methods and materials to remedy deficiencies in mathematics.
use the language experience approach to teach reading.

ABE (HSD) teachers who responded ARE able to:
recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.
adjust instruction to provide for the social, psychological and physiological effects of aging.
function in a team teaching situation.
select curriculum which develops study patterns.
incorporate consumer education into the curriculum.
provide continuous feedback to learners on their educational progress.
use techniques to facilitate recall.
apply criteria for the selection and evaluation of instructional materials.
arrange and conduct field trips.
evaluate instructional objectives.
determine the modality(ies) by which individuals learn most effectively.
select materials and activities which develop study patterns.
plan independent study with learners.
select materials and activities which promote consumer education.

At the (HSD) teacher should be able to:
recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to learning disabilities.
maintain interest inventories.
assess anxieties about learning that are specific to identifiable groups of learners.
use behaviorally stated objectives.
apply principles of attitude and behavior change in the instructional process.
use programmed and self-directed instructional materials.
interpret social characteristics of learners.
use the services of state and local agencies responsible for adult basic education.
operate duplicating equipment and instructional hardware.
recognize the historic and contemporary approaches to literacy.
identify the major functions of community agencies which serve the social, educational and training needs of learners.
select curriculum which provides for the development of liberal education for the learners.

ABE (HSD) teachers who responded ARE able to:
apply principles of attitude and behavior change in the instructional process.
analyze reasons for learners' participating in educational programs.
relate classroom activities to the job experience of learners.
adjust the administration and interpretation of tests according to the behavioral characteristics of adults.
determine those principles of learning which apply to adults.
select curriculum which provides for the development of liberal education for the learners.
select curriculum which integrates reading comprehension and vocabulary development with each content area.
recognize action words appropriate to a given behavior.
apply theory to the process of program development.
assess the effects of discrimination on the learners.
plan instructional activities which bring resources of the community to bear on needs of learners.
apply basic principles of adult learning to instructional situations.

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An ABE (HSD) teacher SHOULD be able to:
select curriculum which will develop oral language skills.
write objectives in behavioral terms.
identify and analyze terminal behaviors.
aid the learner in obtaining employment or on-the-job training.
use mass media for educational purposes.
select curriculum which will develop all levels of reading comprehension.
refer learners to community agencies for specific social, educational, and training needs.
use appropriate materials and methods for specified reading deficiencies.
interpret the adult basic education program to other teachers and the community.
relate knowledge of economic and labor market information to the vocational interests of learners.
arrange flexible grouping for learning.
operate a learning laboratory.
apply criteria for the selection and evaluation of instructional materials.
apply generalizations to specific situations.

ABE (HSD) teachers who responded ARE able to:
use a system to keep records of learners' progress.
select curriculum which will aid the learners in developing an interest in reading.
apply basic principles of group dynamics and leadership techniques.
guide and counsel learners.
design instructional strategies to develop all levels of comprehension within the cognitive domain.
arrange flexible grouping for learning.
differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.
identify new developments, recent recommendations and current issues in adult education.
maintain current information concerning commercial instructional materials.
refer learners to community agencies for specific social, educational and training needs.
describe the learning characteristics of the adult.
use programmed and self-directed instructional materials.
use knowledge of adult developmental characteristics to select curriculum.

As ABE (HSD) teacher SHOULD be able to:
construct audio-visual materials.
design activities to develop problem solving abilities within learners.
select curriculum which emphasizes noteworthy current events.
select curriculum which integrates reading comprehension and vocabulary development with each content area.
involve learners in the process of formulating instructional objectives.
use instructional materials which are congruent with specific curricular goals.
adjust the administration and interpretation of tests according to the behavioral characteristics of adults.
select materials and activities which promote learning about ecology.
apply concepts of liberal education to adult basic education.
administer informal math inventories.
gather information concerning psychological problems of the learners.
identify new developments, recent recommendations and current issues in adult education.

ABE (HSD) teachers who responded ARE able to:
choose tests that yield necessary data on learners.
apply pertinent research.
develop generalizations supported by facts.
recognize the value system of learners to be appropriate for the environment in which they live.
identify major causes of the literacy problem in the United States
select curriculum which will develop oral language skills.
administer standardized tests.
select curriculum which will help learners control and adjust to change.
select instructional materials which relate to the background of the learners.
relate knowledge of economic and labor market information to the vocational interests of learners.
use criterion-referenced evaluation instruments.
select materials and activities which promote the learners' liberal education.
determine modes and rates of instruction through diagnosis
use appropriate materials and methods for specified reading deficiencies.

An ABE (HSD) teacher SHOULD be able to:

maintain current information concerning commercial instructional materials.

interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.

determine modes and rates of instruction through diagnosis.

apply synthetic and analytic word learning methods as determined by diagnosis.

identify similarities and differences between two or more educational philosophies.

give examples of concepts and principles.

design an instructional plan based on results of diagnostic tests.

interpret and use the results of standardized achievement tests.

diagnose learners' basic mathematical skills.

use techniques of public relations.

explain what is individually prescribed instruction.

determine reasons for low self-concept of learners.

use appropriate methods and materials for teaching language arts.

ABE (HSD) teachers who responded ARE able to:

select curriculum which will develop all levels of reading comprehension.

use the services of state and local agencies responsible for adult basic education

incorporate health and nutrition objectives into the curriculum.

recognize the nature and intent of adult basic education legislation including financing.

incorporate ecology into the curriculum.

select mathematic concepts according to logical order.

interpret informal reading inventories.

list the major causes of reading difficulties in adult learners.

interpret the adult basic education program to other teachers and the community.

select curriculum which will develop word attack skills.

interpret social characteristics of learners.

diagnose learners' basic reading skills.

identify and analyze terminal behaviors.

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<p>An ABE (HSD) teacher SHOULD be able to:</p> <p>include concepts of modern math when selecting curriculum.</p> <p>administer informal reading inventories.</p> <p>recognize the nature and intent of adult basic education legislation including financing.</p> <p>collect information on the cultural and social forces that influence the learners.</p> <p>determine the modality(ies) by which individuals learn most effectively.</p> <p>select curriculum which will develop word attack skills.</p> <p>adapt instructional activities for the physically handicapped.</p> <p>recognize action words appropriate to a given behavior.</p> <p>apply basic principles of group dynamics and leadership techniques.</p> <p>select objectives from each of the domains (cognitive, psychomotor and affective).</p> <p>relate the democratic process to everyday lives of learners.</p> <p>function in a team teaching situation.</p>

<p>ABE (HSD) teachers who responded ARE able to:</p> <p>select curriculum which will promote development of the learners' reading vocabulary.</p> <p>use mass media for educational purposes.</p> <p>place learners at their instructional level.</p> <p>select materials and activities which promote learning about health and nutrition.</p> <p>select objectives from each of the domains (cognitive, psychomotor and affective).</p> <p>gather information concerning psychological problems of the learners.</p> <p>construct informal reading inventories.</p> <p>integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.</p> <p>select reading curriculum according to logical order.</p> <p>involve learners in the process of formulating instructional objectives.</p> <p>use the services of local adult basic education advisory committees.</p> <p>incorporate practical government into the curriculum.</p> <p>prepare new teachers for innovative and changing programs.</p>
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An ABE (HSD) teacher SHOULD be able to:

recognize the similarities and differences between general and vocational education.

use learners' oral language facility, including dialect, as the basis for developing skills in standard English.

use the community development approach.

guide and counsel learners.

diagnose learners' basic reading skills.

describe the relationship of adult basic education to adult education.

differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.

recruit the learners.

assess the effects of discrimination on the learners.

list the major causes of reading difficulties in adult learners.

prepare new teachers for innovative and changing programs.

use appropriate methods and materials for teaching mathematics.

ABE (HSD) teachers who responded ARE able to:

administer interest inventories.

use appropriate methods and materials for teaching language arts.

select materials and activities which promote learning about ecology.

administer informal reading inventories.

collect information on the learners' physical, mental and social development.

interpret and use the results of standardized achievement tests.

select materials and activities which promote learning about practical government.

identify causes of discrimination.

use the language experience approach to teach reading.

diagnose learners' basic mathematical skills.

construct profiles which reflect learners' attainment, potential and expectations in reading.

interpret national, state and local objectives of adult basic education.

recruit the learners.

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<p>An ABE (HSD) teacher SHOULD be able to:</p> <p>interpret the social structure and characteristics of the community.</p> <p>select mathematic concepts according to logical order.</p> <p>use knowledge of adult developmental characteristics to select curriculum.</p> <p>analyze reasons for learners' participating in educational programs.</p> <p>select materials and activities which promote learning about health and nutrition.</p> <p>construct informal reading inventories.</p> <p>gather information on the economically disadvantaged in various ethnic groups.</p> <p>adjust instruction to provide for the social, psychological and physiological effects of aging.</p> <p>construct profiles which reflect learners' attainment, potential and expectations in reading.</p> <p>write instructional materials.</p> <p>interpret informal reading inventories</p> <p>arrange and conduct field trips.</p> <p>administer standardized tests.</p> <p>apply theory to the process of program development.</p>
--

<p>ABE (HSD) teachers who responded ARE able to:</p> <p>design an instructional plan based on results of diagnostic tests.</p> <p>interpret informal math inventories.</p> <p>use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.</p> <p>aid the learner in obtaining employment or on-the-job training.</p> <p>construct audio-visual materials.</p> <p>operate a learning laboratory.</p> <p>interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.</p> <p>administer informal math inventories.</p> <p>use appropriate methods and materials for teaching mathematics.</p> <p>apply synthetic and analytic word learning methods as determined by diagnosis.</p> <p>include concepts of modern math when selecting curriculum.</p> <p>use appropriate methods and materials to remedy deficiencies in mathematics.</p>

An ABE (HSD) teacher SHOULD be able to:

incorporate ecology into the curriculum.

identify major causes of the literacy problem in the United States.

collect information on the learners' physical, mental and social development.

interpret informal math inventories.

ABE (HSD) teachers who responded ARE able to:

recognize the historic and contemporary approaches to literacy.

adapt instructional activities for the physically handicapped.

APPENDIX III

VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
1.5	make daily lesson plans.				X
1.5	develop effective working relationships with learners.				X
3	select curriculum which will develop word attack skills.	X			
4.5	use appropriate materials and methods for specified reading deficiencies.				X
4.5	communicate effectively with learners.				X
6	administer standardized tests.				X
7.5	maintain discipline in the classroom.				X
7.5	summarize and review the main points of a lesson or demonstration.				X
9	apply knowledge of materials and procedures gained from other teachers.				X
10	provide continuous feedback to learners on their educational progress.				X
11.5	use a system to keep records of learners' progress.				X
11.5	use humor in the classroom.				X
13.5	reinforce positive attitudes toward learning.				X
13.5	develop a climate that will encourage learners to participate.				X
19.5	establish a basis for mutual respect with learners.			X	
19.5	use appropriate methods and materials for teaching mathematics.				X
19.5	design an instructional plan based on results of diagnostic tests.				X
19.5	identify the major topics and concepts of each subject he/she teaches.	X			

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IP=Instructional Process

APPENDIX III

VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perception
Their Own Competer

Page 2 of 10

Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
19.5	maintain a clean, orderly classroom.				X
19.5	demonstrate belief in innovation and experimentation by willingness to try new approaches in the classroom.		X		
19.5	coordinate and supervise classroom activities.				X
19.5	differentiate between teaching children and teaching adults.		X		
19.5	adjust rate of instruction to the learners' rate of progress.				X
19.5	recognize the potentiality for growth in learners.			X	
25.5	devise instructional strategies that will develop within the learners a sense of confidence.				X
25.5	select those components of a subject area which are essential to learners.	X			
29	adjust teaching to accommodate individual and group characteristics.				X
29	differentiate between goals and objectives.				X
29	arrange flexible grouping for learning.				X
29	use appropriate methods and materials for teaching language arts.				X
29	select curriculum which integrates reading comprehension and vocabulary development with each content area.	X			
32.5	diagnose learners' basic mathematical skills.				X
32.5	select curriculum which will promote development of the learners' reading vocabulary.	X			
36.5	explain what is individually prescribed instruction.				X
36.5	select curriculum which will aid the learners in developing an interest in reading.	X			
36.5	evaluate instructional objectives.				X

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VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
36.5	relate the democratic process to everyday lives of learners.				X
36.5	apply concepts of liberal education to adult basic education.		X		
36.5	select curriculum which will develop all levels of reading comprehension.	X			
41.5	select curriculum which will aid learners in developing awareness of their own and others' feelings, concerns and opinions.	X			
41.5	place learners at their instructional level.				X
41.5	administer informal reading inventories.				X
41.5	construct informal tests and measurement techniques to evaluate learners' achievements.				X
46	maintain interest of students in classroom activities.				X
46	use appropriate methods and materials to remedy deficiencies in mathematics.				X
46	integrate knowledge of reading skills, particular dialects and reading problems with instructional materials.				X
46	apply pertinent research.		X		
46	select instructional materials which relate to the background of the learners.				X
52.5	interpret informal math inventories.				X
52.5	identify the learners' interests and level of aspiration.			X	
52.5	differentiate between curriculum and instruction when selecting curriculum and developing instructional plans.	X			
52.5	recognize the similarities and differences between general and vocational education.		X		
52.5	adjust program to respond to the changing needs of the learner.				X

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APPENDIX III

VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
52.5	select mathematic concepts according to logical order.	X			
52.5	diagnose learners' basic reading skills.				X
52.5	select curriculum which will develop oral language skills.	X			
57	select materials and activities which develop study patterns.				X
63	use classrooms and other settings which provide for a comfortable learning environment.				X
63	use criterion-referenced evaluation instruments.				X
63	determine the difficulty, validity and reliability of teacher-made tests.				X
63	use information from professional journals, organizations and associations.		X		
63	use the services of state and local agencies responsible for adult basic education.		X		
63	recognize the value system of learners to be appropriate for the environment in which they live.			X	
63	use practical arithmetic skills to illustrate mathematical concepts when planning instructional activities.				X
63	apply basic principles of adult learning to instructional situations.				X
63	determine those principles of learning which apply to adults.			X	
63	relate instructional content to the life of learners.				X
63	select materials and activities which promote the learners' liberal education.				X
71.5	include the essential elements of the communication process (listening, speaking, reading and writing) when selecting curriculum.	X			
71.5	try novel and unique strategies in broadening horizons of learners.				X

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VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
71.5	select curriculum according to appropriate sequence, continuity and integration.	X			
71.5	describe the relationship of adult basic education to adult education.		X		
71.5	provide practical activities for learners which reinforce classroom instruction.				X
71.5	use knowledge of adult developmental characteristics to select curriculum.	X			
79.5	administer informal math inventories.				X
79.5	interpret social characteristics of learners.			X	
79.5	apply principles of attitude and behavior change in the instructional process.				X
79.5	develop generalizations supported by facts.				X
79.5	demonstrate commitment to lifelong learning by participating in continuing education activities.		X		
79.5	use techniques to facilitate recall.				X
79.5	use programmed and self-directed instructional materials.				X
79.5	use techniques of public relations.		X		
79.5	use behaviorally stated objectives.				X
79.5	relate classroom activities to the job experience of learners.				X
89	use learners' oral language facility, including dialect, as the basis for developing skills in standard English.				X
89	assist learners who desire to assume new roles in society.			X	
89	guide and counsel learners.				X
89	interpret informal reading inventories.				X

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VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
89	construct profiles which reflect learners' attainment, potential and expectations in reading.				X
89	participate in the process of program evaluation.				X
89	select curriculum which provides for the development of liberal education for the learners.	X			
89	give examples of concepts and principles.				X
89	identify similarities and differences between two or more educational philosophies.		X		
97.5	analyze the impact of prior educational experiences upon learners.			X	
97.5	adjust the administration and interpretation of tests according to the behavioral characteristics of adults.				X
97.5	choose tests that yield necessary data on learners.				X
97.5	use mass media for educational purposes.				X
97.5	apply synthetic and analytic word learning methods as determined by diagnosis.				X
97.5	select reading curriculum according to logical order.	X			
97.5	participate in the process of evaluating one's own teaching effectiveness.				X
97.5	identify the major functions of community agencies which service the social, educational and training needs of learners.			X	
102	use the services of local adult basic education advisory committees.		X		
108	refer learners to community agencies for specific social, educational and training needs.				X
108	plan independent study with learners.				X

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APPENDIX III

VIRGIN ISLANDS ABE TEACHERS

Rank Order Listing of Teachers' Perceptions of Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
108	select materials and activities which promote consumer education.				X
108	identify causes of discrimination.			X	
108	select materials and activities which promote learning about ecology.				X
108	plan instructional activities which bring resources of the community to bear on needs of learners.				X
108	select materials and activities which promote learning about practical government.				X
108	administer interest inventories.				X
108	include concepts of modern math when selecting curriculum.	X			
108	describe the learning characteristics of the adult.			X	
108	determine modes and rates of instruction through diagnosis.				X
116	apply criteria for the selection and evaluation of instructional materials.				X
116	design activities to develop problem solving abilities within learners.				X
116	list the major causes of reading difficulties in adult learners.				X
116	interpret and use the results of standardized achievement tests.				X
116	maintain current information concerning commercial instructional materials.				X
120.5	select curriculum which will help learners control and adjust to change.	X			
120.5	interpret the adult basic education program to other teachers and the community.		X		
120.5	identify potential talents of learners.			X	

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VIRGIN ISLANDS
ABE TEACHERS

Rank Order Listing of
Teachers' Perceptions of
Their Own Competence

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
120.5	involve learners in the process of formulating instructional objectives.				X
125.5	select curriculum which emphasizes noteworthy current events.	X			
125.5	use instructional materials which are congruent with specific curricular goals.				X
125.5	identify new developments, recent recommendations and current issues in adult education.		X		
125.5	select curriculum which develops study patterns.	X			
125.5	apply theory to the process of program development.		X		
125.5	apply generalizations to specific situations.				X
130	operate a learning laboratory.				X
130	use the language experience approach to teach reading.				X
130	recognize the historic and contemporary approaches to literacy.		X		
135.5	collect information on the cultural and social forces that influence the learners.			X	
135.5	gather information on the economically disadvantaged in various ethnic groups.			X	
135.5	write instructional materials.				X
135.5	function in a team teaching situation.				X
135.5	gather information concerning psychological problems of the learners.			X	
135.5	identify and analyze terminal behaviors.				X
135.5	incorporate practical government into the curriculum.	X			
135.5	operate duplicating equipment and instructional hardware.				X

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VIRGIN ISLANDS
ABE TEACHERS

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Teachers' Perceptions of
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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
141.5	design instructional strategies to develop all levels of comprehension within the cognitive domain.				X
141.5	interpret national, state and local objectives of adult basic education.		X		
141.5	relate knowledge of economic and labor market information to the vocational interests of learners.				X
141.5	incorporate health and nutrition objectives into the curriculum.	X			
144.5	adjust instruction to provide for the social, psychological and physiological effects of aging.				X
144.5	analyze reasons for learners' participating in educational programs.			X	
146.5	construct audio-visual materials.				X
146.5	recruit the learners.		X		
151.5	select materials and activities which promote learning about health and nutrition.				X
151.5	assess anxieties about learning that are specific to identifiable groups of learners.			X	
151.5	arrange and conduct field trips.				X
151.5	apply basic principles of group dynamics and leadership techniques.				X
151.5	determine the modality(ies) by which individuals learn most effectively.				X
151.5	select objectives from each of the domains (cognitive, psychomotor and affective).				X
151.5	write objectives in behavioral terms.				X
151.5	recognize symptoms of physical deficiencies such as vision and hearing anomalies that may be related to reading disabilities.				X

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VIRGIN ISLANDS
ABE TEACHERS

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Rank Order	ABE Teachers in the Virgin Islands ARE able to:	Category			
		C	AE	L	IP
56.5	incorporate consumer education into the curriculum.	X			
56.5	recognize the nature and intent of adult basic education legislation including financing.		X		
59	assess the effects of discrimination on the learners.			X	
59	identify major causes of the literacy problem in the United States.		X		
59	interpret the social structure and characteristics of the community.		X		
61.5	adapt instructional activities for the physically handicapped.				X
61.5	interpret the philosophic base and current issues of adult education in relation to the various aspects of American society.		X		
64	use the community development approach.		X		
64	construct informal reading inventories.				X
64	recognize action words appropriate to a given behavior.				X
66	determine reasons for low self-concept of learners.			X	
67	aid the learner in obtaining employment or on-the-job training.				X
69	prepare new teachers for innovative and changing programs.				X
69	collect information on the learners' physical, mental and social development.			X	
69	incorporate ecology into the curriculum.	X			

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